A STUDY OF REPORTS

PERTAINING TO

RURAL SCHOOLS

BUFFALO COUNTY, NEBRASKA

SHOWING EDUCATIONAL INEQUALITY

EXTENSION DEPARTMENT

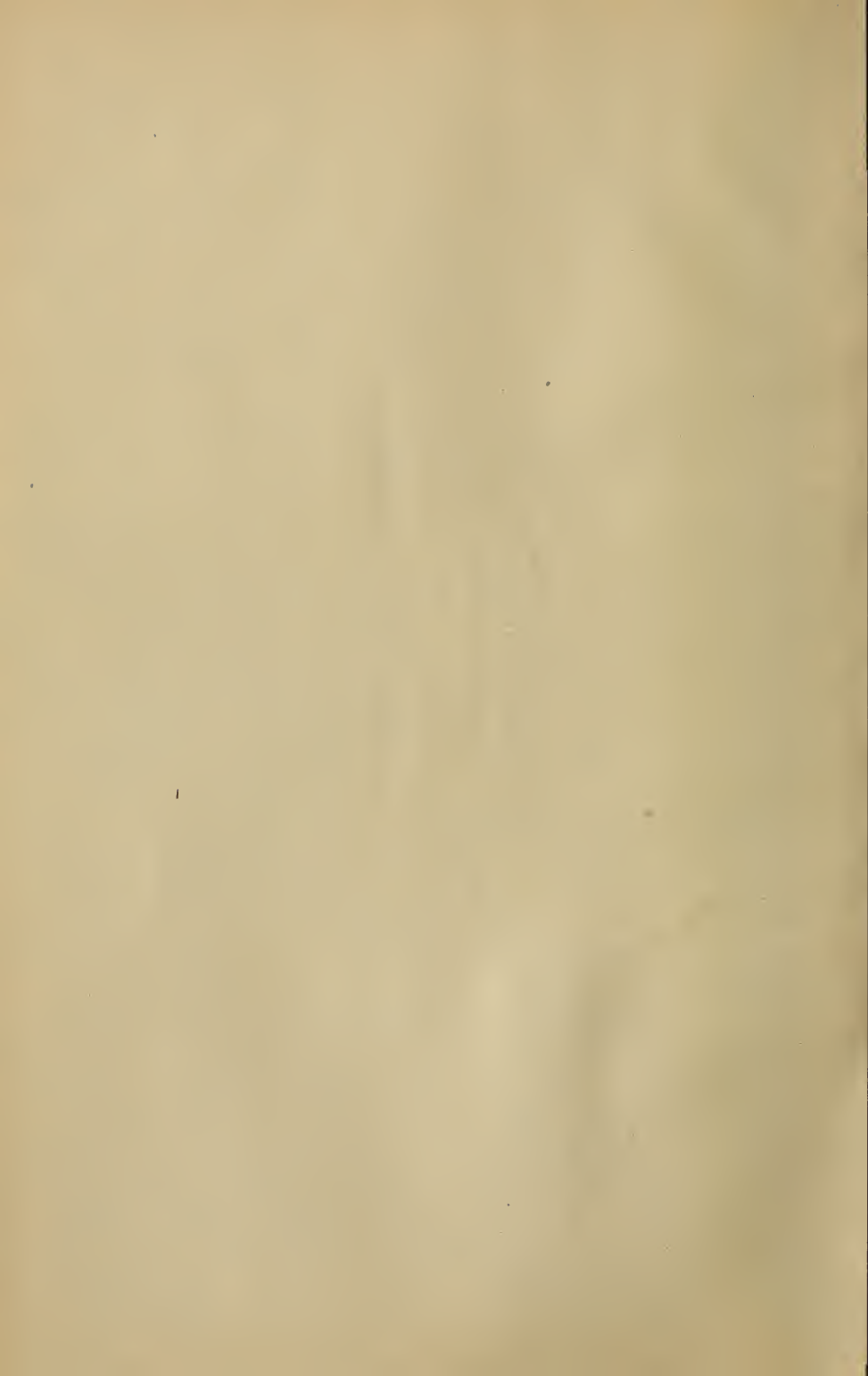NEBRASKA STATE TEACHERS COLLEGE

AT KEARNEY, NEBRASKA

5

MAP OF THE STATE OF NEBRASKA, SHOWING BUFFALO COUNTY, A COMMUNITY TYPICAL IN EDUCATIONAL AFFAIRS, NEAR THE CENTER.

A STUDY

OF

EDUCATIONAL INEQUALITIES

BEING

A SURVEY OF CERTAIN ASPECTS

OF

PUBLIC EDUCATION

IN

BUFFALO COUNTY, NEBRAKSA

BY

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To All Friends of Public Education

The urgent need for a series of clean-cut studies setting forth the exact condition of the schools in typical rural communities has been evident as long as the proportions of the present rural problem have been realized. The demand for better rural schools, more adequately preparing for life situations, has been insistent. In many quarters, there has been a feeling that some type of reorganization was imperative.

The lack of facts, the paucity of data, the absence of criteria against which any one set of conditions or array of situations could be measured, has repeatedly hindered progress in any constructive planning for the future.

This study has had for its purposes the answering of at least these questions:

1. What relation exists between the expenditure of a typical rural community's money for education and the results obtained?
2. To what extent is a child, reared in a typical rural community (located as in the case of Buffalo County in the exact center of the United States), made the victim of educational inequality as compared with the child reared in metropolitan areas?
3. To what causes can this inequality be traced?
4. What remedies are available?

The collection of the data, the verification of their accuracy, the compilation of the tables and their preparation for publication have been the work of Mr. Hans C. Olsen and his staff of clerks for over a year. Every precaution has been taken to protect the reader from the author's own opinions. The result is offered to the educator and to the general reader in the hope that a careful analysis of all the facts will result in a deep-seated determination to give not necessarily identical, but at least equivalent educational opportunity to the rural boy and girl.
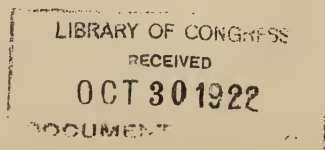
R. W. Powell
Head of the Department of Rural Education
Ralph Noyer
Director of Extension

Nebraska State Teachers College
Kearney, October, 1921

Foreword

This survey of Buffalo County was primarily undertaken; (1) to make a comparative study of the educational opportunities provided by the respective districts of the county; (2) to compare the cost of conducting these schools.

The study begun in July, 1920, was at first confined to the period of eight years from 1913 to 1920, inclusive. During July and August, 1921, a study of the school year 1920-1921 was added to the original study and incorporated in this report.

The data for this survey were taken from the sworn annual reports of the directors of the respective districts filed in the office of the County Superintendent. Such items as Assessed Valuation, Tax Levies, and Eighth Grade Graduates, which are not found in the Directors' Reports were taken from the County Superintendent's records of these items. The data used in the study of the physical health of school children were taken from the Teachers' Reports of Health Examination to the County Superintendent. The Teachers' PreliminaryReports, the Teachers' Term Summaries, and the Teachers' Classification Reports as well as the Directors' Census Reports were used wherever possible for verification and additional information.

All the evidence supporting the facts set forth in this survey, except the original sources in the Office of the County Superintendent, is in the hands of the Nebraska State Teachers College at Kearney and is open to the inspection of all who may wish to verify the various items of this survey.

Summary

This investigation of Buffalo County Schools reveals many striking facts concerning the public school system of today. Among other things it sets forth evidence to show

That thousands of dollars are wasted annually through poor administration;

That a relatively small sum is spent annually for the public education of the normal child as compared with that expended upon the subnormal child;

That fewer than half the rural pupils reaching the eighth grade are graduated;

That typical rural school boards, unless they avail themselves of expert advice and supervision, are quite unable to make the careful, accurate, and complete reports as required by law;

That great inequality exists in the different districts in both ability and effort to maintain good schools;

That in the typical rural community nearly all the teachers are still inadequately trained for their respective positions;

That the daily cost of conducting most of the rural schools is exceedingly low;

That the physical health of the rural child is greatly and persistently neglected;

That typical rural schools are poorly equipped;

And that under the old type of organization rural schools as a whole are making little or no improvement in ei her their buildings and equipment or in the results they produce each year

TABLE I
Average Yearly Length of Term in Days.
1913—1920
Rank: From Lowest to Highest.

Rank	Length	Dist.	Rank	Length	Dist.	Rank	Length	Dist.
1	132.6	89	41	157.9	120	81	171.0	43
2	139.2	58	42	158.2	80	82	171.2	64
3	142.9	31	43	158.5	42	83	171.4	16
4	144.4	99	44	158.5	113	84	171.5	3
5	144.5	74	45	158.6	49	85	171.6	60
6	145.7	79	46	158.9	70	86	172.4	11
7	145.7	104	47	159.0	39	87	173.0	5
8	148.9	98	48	159.4	23	88	173.1	13
9	151.1	116	49	159.4	73	89	173.4	105
10	151.9	112	50	159.7	33	90	173.6	47
11	152.0	115	51	160.5	62	91	173.7	54
12	152.4	103	52	160.5	78	92	173.7	114
13	152.7	82	53	160.7	6	93	173.9	10
14	152.7	86	54	161.0	89	94	174.0	41
15	152.9	32	55	161.6	117	95	174.2	30
16	153.5	83	56	162.0	66	96	174.9	8
17	153.7	27	57	162.5	34	97	174.9	14
18	154.0	102	58	163.5	20	98	175.0	17
19	154.1	50	59	163.6	28	99	175.0	19
20	154.4	65	60	163.7	4	100	175.1	7
21	154.4	100	61	163.7	38	101	175.4	2
22	154.5	76	62	165.0	57	102	175.7	22
23	154.6	1	63	165.5	45	103	176.0	48
24	155.2	85	64	167.0	29	104	176.0	63
25	155.5	59	65	167.4	93	105	176.4	18
26	155.9	51	66	167.6	15	106	176.4	36
27	156.0	61	67	167.6	46	107	176.4	12
28	156.0	97	68	168.0	88	108	176.7	75
29	156.1	95	69	168.4	55	109	176.7	94
30	156.5	21	70	168.5	24	110	177.0	9
31	156.5	56	71	168 5	109	111	177.2	101
32	156.9	107	72	169.4	67	112	177.2	108
33	157.0	110	73	169.5	72	113	177.4	44
34	157.1	87	74	169.7	35	114	177.6	91
35	157.5	68	75	169.7	40	115	177.7	92
36	157.6	71	76	169.7	52	116	178.5	119
37	157.6	90	77	170.1	53	117	178.7	69
38	157.7	25	78	170.7	26	118	180.0	96
39	157.7	81	79	170.7	77			
40	157.7	111	80	170.7	106			

Average length of term in all districts each year 163.8 days.

Median length of term in all districts each year 163.65 days.

Every child under 16 years of age should be in school at least 180 days each year. This table shows that in the 8 years, 1913-20 inclusive it has been possible for children in but one district to attend school this minimum time.

1913—1920 Summary of School Term, Table I

The school term varied in the different districts from 132.6 days to 180 days.

In Nebraska in 1913-1914 (1) the average length of term was 170 days or 8.5 months.

In Buffalo County, 1913-1920 inclusive:

117	schools	were	open	less	than	180	days	or	9	months.
76	"	"	"	"	"	170	"	"	8.5	"
50	"	"	"	"	"	160	"	"	8	"
8	"	"	"	"	"	150	"	"	7.5	"
2	"	"	"	"	"	140	"	"	7	"

Hence, from 1913 to 1920 inclusive, 64 per cent of the schools of Buffalo County were open less than the average time all the schools in Nebraska were open during the year 1913-1914.

Only one school was in session the full 72 months during the last 8 years. To complete the work of the elementary course requires for the average child approximately 8 years of 180 days, or 72 months.

Therefore, if an average child attends the full time school is in session, the number of years required to complete the elementary course by

76	schools	in	session	less	than	8.5	months	will	be	8.5	yrs.	or	more
50	"	"	"	"	"	8	"	"	"	9	"	"	"
8	"	"	"	"	"	7.5	"	"	"	9.4	"	"	"
2	"	"	"	"	"	7	"	"	"	10.3	"	"	"

But as will be found from a study of the enrollment and the average daily attendance, almost no children are in school the full time it is open,

Consequently, a much longer time than that set forth in the above table will be required for the average child to complete the work of the elementary school.

Why the Short School Term?

The above figures lead us to inquire the cause of the prevailing short term of school. A study of the problem reveals the following causes:

1. It is commonly accepted by rural people that all the education a child needs can be got in a few short terms of school. This belief prevails because so many rural people feel that all an education consists of is the ability "to read, write, and figure tolerably well".

2. The health of the children requires that they should have a long vacation from school each year.

3. If children are compelled to attend school for a long term they grow tired of school and soon acquire a dislike for it.

4. The first and last months of the school term "never amount to much any way" and hence these two months of school can just as well be dispensed with.

5. The help of the children is needed at home to plant, tend, and harvest the crops.

6. The mother needs the help of the children to do the house work and to care for the younger children during the busy farming season.

(1) *Report of U. S. Commissioner of Education, 1916, Vol.II, pp. 28-30*

7. A longer term of school would increase the taxes beyond the amount the taxpayers are willing to pay.

Why the School Term Should be Lengthened.

The belief that all the education the rural child needs can be got in this short time is unfounded. Educators today are agreed that the purpose of public education is fourfold: first, to secure and maintain perfect health; second, to give the individual ability to do his work better; third, to make the individual a more effective citizen; and, fourth, to teach the individual the most wholesome use of leisure time.

The war revealed the fact that our educational system of the past had failed to produce these results. "The examination of our drafted men between twenty-one and thirty-one, in their prime, showed that about twenty-nine in every one hundred were physically unfit for military service, while thousands accepted soon developed tuberculosis, heart trouble, and other diseased conditions under the rigors of military training—evidence of our neglect of effective health education. Calls for men and women of trustworthy skill and efficiency for various kinds of essential work revealed a failure in training effectively for many vocational activities necessary in times of peace as well as in war. We were required to produce increased quanities of food and to conserve foods by preservation, by the use of substitute foods, and by eating no more than is required for good health. Our ignorance of methods of efficient and intensive farming and of food values and dietaries was found to be deplorable. Efforts to secure sufficient clothing of the right kind for ourselves, our armies, and the refugees of invaded parts of Europe revealed an astonishing want of knowledge of clothing materials. These are all evidence of failure to give proper consideration to practical efficiency as an educational objective.

"The large percentage of drafted men and civilians in government work who could not write or read the English language indicated a further neglect in requiring the mastery of the tools without which working efficiency is greatly handicapped. This widespread illiteracy, the want of knowledge of the history, purposes, and methods of our American democracy, the very frequent occurrence of expressions and acts opposed to the purposes and well-being of our country, and the difficulties often experienced in securing sympathetic and intelligent co-operation in carrying out necessary war measures all showed a need for far greater emphasis upon education for citizenship. The dangers which appeared in the army camps and among army civilian workers everywhere in connection with the use of spare time revealed a failure to equip each individual effectively with habits, attitudes, and appreciations, for wholesome recreation.

"The educational needs made prominent by the war were not created by the war and are not peculiar to war conditions. By the degree in which demands were made we became much more conscious of needs which in kind are quite as much the needs of peace. The war and its aftermath have made us realize as never before the necessity of measuring our educational activities in terms of these specific educational aims or objectives." *(1)*

(1) Bonser: The Elementary School Curriculm, Pages 15-17.

Furthermore, during the war a letter was sent out from the United States Bureau of Education to all city and county superintendents "urging that there be no interference with the program of public education except under conditions of most absolute and final necessity, and pointing out that any serious interruptions to the fundamental task of the schools would mean an unfair burden for the next generation". In this letter the following policy was suggested: "While it would be highly undesirable to close the schools or shorten the terms for the sake of releasing the student body as a whole for industrial pursuits, it may very well appear in many individual cases that older students, both boys and girls, may be released from a part of their school work for such service as may be involved in the production and conservation of the food supply. Whenever such release is made, school officials should have definite knowledge that a position actually awaits the released student, and that his loss of school time will be minimized by such individual instruction as teachers may be able to arrange. Students in good standing in the senior classes of high schools might be released for such duty before closing of the term, provided, of course, those intending to enter higher institutions can make adjustment of their entrance credits with the proper authorities". *(1)*

If in the opinion of the government it was so important to have children attend school during the war when their help was needed to take the places of men and women drafted into the war service, it naturally follows that the importance of having children attend school in peace time when men and women are available to carry on the work of the nation is much greater than the average citizen realizes. The fact that 63 of the 118 annual reports made by the school boards of as many different districts during the summer of 1921 were incorrect with regard to either enrollment or average daily attendance or both is further proof that the common people need more education in order to properly conduct their own affairs. And since these school board members were in the great majority of cases pupils of the old country school it would follow that they needed a longer term of school than they had. Furthermore, since no matter what one's ideals may be with regard to any subject, it is invariably true that one stops short of his ideals. And since the ideal of the country people is to give their boys and girls only sufficient education to enable them to "read, write, and figure tolerably well," it is most certain that in many cases their children are taken out of school before that limited ideal has been reached. If we include the securing and maintaining of health as one of the aims of education, it will follow that the school must be so conducted that even though it be in session 12 months in the year the health of the pupil will never be disregarded.

The argument that pupils cannot maintain good health if they are required to be in school longer terms each year is unfounded. During the summer of 1921, 12 pupils were enrolled in the Opportunity Room of the Training School in the Nebraska State Teachers College. A health record of these pupils was kept during this term. Five of the pupils lost in weight during the term, the loss rangeing from one-half pound to one and one-fourth pounds per pupil. The chances are that these children would have lost the same amount of weight or even more if they had not gone to

(1) U. S. Commissioner of Education Report. 1917. I. Pages. 8-9.

school. Seven of the twelve children gained in weight. The gain ranged from one-half pound to three pounds per pupil. The tendency every-where is to increase the length of the school term. Public schools in cities and colleges everywhere typify this tendency. Many colleges now have eleven months school each year and the indications are that soon these colleges will conduct school twelve months in the year.

The argument that if children are required to attend a longer school term each year they will soon acquire a dislike for school is also unfounded. At the end of the 1921 summer term of the Training School in the Nebraska State Teachers College many pupils who had been in school for eleven months voluntarily expressed themselves as desiring the opportunity of attending school during the month of August. Hence, what is needed for the good of the children in this regard is not a shorter term of school but longer terms with better teaching.

The argument that the first and last months of most rural schools nev-er amount to much is probably sound. However, the remedy for this is not to make the school term shorter but to make the teaching efficient during these months as well as for the rest of the year. To do this would undoubtedly necessitate the hiring of better qualified teachers.

The argument that the children are needed at home to assist the family in meeting its economic needs may be correct, but it is a question as to whether or not the economic independence of the family should be bought at the expense of the child's future success. Cities everywhere prohibit child labor except in extraordinary cases and even then under the most stringent regulations. In Nebraska, the law requires that no child under 14 years of age may be permitted to work for any firm or corporation during the hours the public schools of the community in which he resides, are in session. At other times, such a child can only be em-ployed in certain occupations. No child between the ages of 14 and 16 years of age may be permitted to work for any person or corporation until he has first secured an employment certificate from the proper authorities. To secure such an employment certificate the child must have completed the eight grade or its equivalent or he shall be in regular attendance in a night school. Furthermore, he shall give proof that he can read and legibly write simple sentences in the English language, that he is in sound health, and is physically able to perform the work he intends to do. Furthermore, he shall give proof that he attended school regularly the equivalent of three-fourths of the school year previous to applying for such certificate. This law has for its purpose the best interest of the child and the welfare of society. The interests of the rural child and the wel-fare of society, as well, require that while school is in session or should be in session, no rural child should be permitted to labor even on the father's farm or in the mother's kitchen without first having demonstrat-ed to the proper authorities that he possesses the same qualities required of a city child as set forth in the law paraphrased above. This is especi-ally true inasmuch as statistics show that rural health as a whole is on a lower plane than is the health of the city and because 70 per cent of child labor is said to be found in rural communities. The rural family must realize that it "cannot wring the dollars from child labor without facing a debit account in a future reckoning."

TABLE II
Length of Term
1920—1921
Rank: From Lowest to Highest.

Rank	Days	Dist.	Rank	Days	Dist	Rank	Days	Dist.
1	135.	31	41	159.	62	81	176.	12
2	139.	74	42	159.	85	82	176.	60
3	140.	79	43	159.	103	83	176.	26
4	140.	99	44	159.	107	84	176.	30
5	146.	95	45	159.	111	85	176.	47
6	154.	58	46·	159.	113	86	176.	48
7	154.	70	47	160.	32	87	176.	54
8	154.5	80	48	160.	38	88	176.5	11
9	154.5	90	49	160.	39	89	176.5	77
10	155.	27	50	160.	42	90	177.	23
11	155.	56	51	160.	51	91	177.	29·
12	155.	76	52	160.	106	92	177.	55
13	155.	84	53	160.	66	93	177.	63
14	155.	97	54	160.	71	94	177.	64
15	156.	6	55	160.	104	95	177.	73
16	156.	82	56	160.	115	96	177.	88
17	156.	112	57	166.5	3	97	178.	1
18	156.5	21	58	167.	35	98	178.	13
19	157.	33	59	169.5	40	99	178.	44
20	157.	45	60	171.	72	100	178.	52
21	157.	89	61	171.	91*	101	178.	53
22	157.	98	62	171.5	114 ·	102	178.	67
23	157.5	109	63	172.	119	103	178.	68
24	158.	46	64	173.	9	104	179.	22
25	158.	49	65	173.	93	105	180.	4
26	158.	50	66	174.	5	106	180.	10
27	158.	59	67	174.	7	107	180.	14
28	158.	61·	68	174.	8	108	180.	43
29	158.	65	69	174.	18	109	180.	69
30	158.	78	70	174.	19	110	180.	75
31	158.	81	71	174.	41	111	180.	87
32	158.	83	72	174.5	16	112	180.	92
33	158.	100	73	175.	15	113	180.	96
34	158.	102	74	175.	17	114	180.	101
35	158.	110	75	175.	28	115	180.	105
36	158.	116	76	175.	36	116	180.	108
37	158.	120	77	175.	57	117	180.	117
38	159.	20	78	175.	86			
39	159.	25	79	175.	94			
40	159.	34	80	176.	2			

Average length of term in all districts each year 166.5 days.
Median length of term in all districts each year 169.5 days.

The schoolhouse in District 24 burned before the opening of school and no school was conducted in this District during the past year.

For an interpretation of this table see page 11.

* *District No 91 is now Consolidated Dist. No. 1.*

The argument that a long term of school would increase the taxes beyond the amount tax payers are able to pay, may be true in some cases. However, a study of the taxes of Buffalo County will show that such is not the case in Buffalo County. It may be stated as a truism that the welfare of the child and the nation should never be curtailed at any expense. The very life of the individual and of the nation requires that the child shall have the very best schooling possible in order that he may be fitted to perform the larger duties of citizenship.

State aid should be given to all schools located in communities whose wealth is insufficient to provide proper educational facilities without endangering the economic welfare of its people.

This phase of school taxation will be further discussed under Educational Inequalities.

Summary Of 1920-1921 School Term, Table II.

The school term in the different districts varied from 135 days to 180 days.

104 schools were open less than 180 days or 9 months

59	"	"	"	"	"	170	"	"	8.5	"
46	"	"	"	"	"	160	"	"	8	"
5	"	"	"	"	"	150	"	"	7.5	"
2	"	"	"	"	"	140	"	"	7	"

Is The School Term Increasing in Length?

	1913-20	1920-21
Number of schools open less than 9 months	117	104
" " " " " " 8.5 "	76	59
" " " " " " 8 "	50	46
" " " " " " 7.5 "	8	5
" " " " " " 7 "	2	2
Average length of term in days of all the schools	163.8	166.5
Median " " " " " " " " "	163.6	169.5

Average number of days the school term was lengthened on an average in all districts in 1920-21 over the average length of term each year 1913-20 inclusive:............ .... 2.7 days.

Per cent of increase in the length of term on an average in all districts in 1920-21 over the average length of term each year 1913-20 inclusive: --1.6 per cent

At this rate of increase the average school will reach the minimum length of term in 24.1 years.

TABLE III
Average Yearly Census
1913—1920
Rank: From Lowest to Highest.

Rank	Pupils	Dist.	Rank	Pupils	Dist	Rank	Pupils	Dist.
1	10.6	89	41	25.	87	81	36.6	18
2	12.2	107	42	25.	110	82	37.1	82
3	12.5	28	43	25.2	17	83	37.7	57
4	12.9	117	44	25.2	92	84	38.4	51
5	13.9	115	45	25.4	79	85	38.5	5
6	14.4	58	46	25.6	33	86	39.4	21
7	14.7	86	47	25.6	68	87	39.4	34
8	15.6	111	48	25.6	77	88	40.	85
9	15.7	31	49	25.9	46	89	40.7	109
10	16.	108	50	26.2	44	90	40.9	43
11	16.7	98	51	26.4	45	91	40.9	66
12	17.4	74	52	26.6	50	92	41.	35
13	17.5	42	53	26.6	75	93	42.	22
14	18.	93	54	26.6	94	94	42.6	97
15	18.3	1	55	27.	112	95	43.6	63
16	18.7	73	56	27.4	96	96	44.2	64
17	18.7	95	57	27.5	40	97	45.2	26
18	19.1	6	58	27.7	59	98	46.	24
19	19.4	99	59	28.4	81	99	47.6	13
20	19.6	116	60	28.5	90	100	48.1	3
21	19.9	20	61	28.7	25	101	48.5	47
22	20.	53	62	28.7	71	102	48.7	41
23	20.4	78	63	29.	32	103	50.9	36
24	20.4	88	64	29.1	56	104	51.9	101
25	20.5	4	65	29.6	80	105	52.6	23
26	20.6	102	66	30.7	113	106	54.1	16
27	21.4	65	67	31.	76	107	58.1	11
28	21.5	84	68	31.6	61	108	60.9	60
29	21.9	39	69	32.	114	109	64.5	15
30	22.1	48	70	32.1	106	110	83.4	12
31	22.1	103	71	32.2	67	111	93.1	119
32	22.2	29	72	32.4	83	112	96.6	105
33	22.5	62	73	33.	72	113	107.7	54
34	23.1	10	74	33.5	8	114	173.9	9
35	23.2	49	75	34.1	91	115	267.	2
36	23.7	100	76	34.6	52	116	343.4	19
37	24.	70	77	34.6	120	117	441.1	69
38	24.	104	78	35.4	14	118	2236.6	7
39	24.7	27	79	35.6	30			
40	24.9	38	80	35.9	55			

The foregoing table shows that the school census in the different districts ranged from 10.6 to 2,236.6. A more detailed interpretation is offered on page 13.

Summary of 1913–1920 School Census, Table III.

The school census, that is the official record of the number of persons of school age, varied in different districts from 10.6 pupils to 2236.6 pupils.

65	schools	had	a	census	of	less	than	30	pupils
40	"	"	"	"	"	"	"	25	"
21	"	"	"	"	"	"	"	20	"
7	"	"	"	"	"	"	"	15	"
9	schools	had	a	census	of	more	than	75	pupils
6	"	"	"	"	"	"	"	100	"
4	"	"	"	"	"	"	"	200	"
3	"	"	"	"	"	"	"	300	"
2	"	"	"	"	"	"	"	400	"
1	"	"	"	"	"	"	"	2200	"

One Way by Which More Than Half of The Schools Waste Money

The maximum teaching load of grade teachers in the Kearney* Public Schools is 40 pupils. The maximum teaching load of a grade teacher in the Columbus* Schools is 35 pupils. The best educational authorities say that a maximum teaching load of a grade teacher should be 30 pupils. Assuming that 30 pupils should be the maximum teaching load of a grade teacher, there are two reasons why 65 schools of Buffalo County never can attain their maximum efficiency under the present system of organization.

In the first place, these 65 districts have fewer than 30 pupils of school age in their respective districts. Hence, from this point alone, these 65 schools never can overcome this waste under the present system of district organization. In the second place, a city school gives a teacher pupils of but one grade whereas the district school compels the teacher to scatter her energies in the instruction of from four to eight grades. Consequently, even tho each of these districts did have thirty pupils of school age, they could not in any sense be made efficient.

The Remedy.

Consolidation of schools to the extent that each grade teacher of the school system will have a maximum teaching load of 30 pupils, and pupils of but one grade is the remedy that will stop this waste. It is important to keep this in mind for it will be pointed out in the study of the enrollment and the average Daily Attendance, that the waste in these schools is even greater than that noted here and that it affects many more schools.

* *Nebraska.*

TABLE IV
CENSUS
1920—1921

Rank: From Lowest to Highest.

Rank	Census	Dist.	Rank	Census	Dist.	Rank	Census	Dist.
1	11	20	41	22	95	81	37	113
2	13	65	42	23	27	82	38	83
3	13	77	43	23	108	83	38	114
4	13	89	44	23	120	84	39	26
5	14	28	45	24	48	85	39	104
6	14	29	46	24	111	86	40	85
7	14	94	47	25	44	87	41	57
8	14	98	48	25	46	88	42	51
9	15	4	49	25	100	89	42	64
10	15	50	50	26	70	90	42	101
11	16	6	51	26	32	91	43	33
12	16	58	52	26	67	92	43	35
13	16	86	53	26	99	93	44	5
14	16	90	54	26	102	94	44	22
15	16	93	55	27	21	95	45	*91
16	16	116	56	27	75	96	48	34
17	17	31	57	27	76	97	49	16
18	17	71	58	27	92	98	50	13
19	18	107	59	28	10	99	50	47
20	18	112	60	28	53	100	51	63
21	18	115	61	28	80	101	54	30
22	19	1	62	28	81	102	55	60
23	19	66	63	28	87	103	55	23
24	19	79	64	29	17	104	57	11
25	20	45	65	29	38	105	60	97
26	20	68	66	29	96	106	65	41
27	20	74	67	30	106	107	71	36
28	20	84	68	31	8	108	88	15
29	20	103	69	31	14	109	103	12
30	21	40	70	31	52	110	103	105
31	21	42	71	31	55	111	103	119
32	21	49	72	31	59	112	104	54
33	21	62	73	31	82	113	215	9
34	21	78	74	31	109	114	307	19
35	21	88	75	32	25	115	322	2
36	21	110	76	33	3	116	409	69
37	21	117	77	34	18	117	2350	7
38	22	39	78	36	56			
39	22	72	79	36	61			
40	22	73	80	37	43			

The foregoing table shows that the school census in the different districts ranged from 11 to 2,350. A more detailed interpretation of this table together with a comparative analysis of Tables 3 and 4 will be found on page 16.

* Consolidated District No. 1

Number of Pupils
the Grade Teacher

This Waste Cannot
be Overcome by Our
Present System be-
cause

CAN HANDLE   30

28.4 or fewer

There are only

Did Have

13.2

13.2
AVERAGE
DAILY
ATTENDENCE

30
MAXIMUM
TEACHING
LOAD

28.4
OR FEWER,
CENSUS
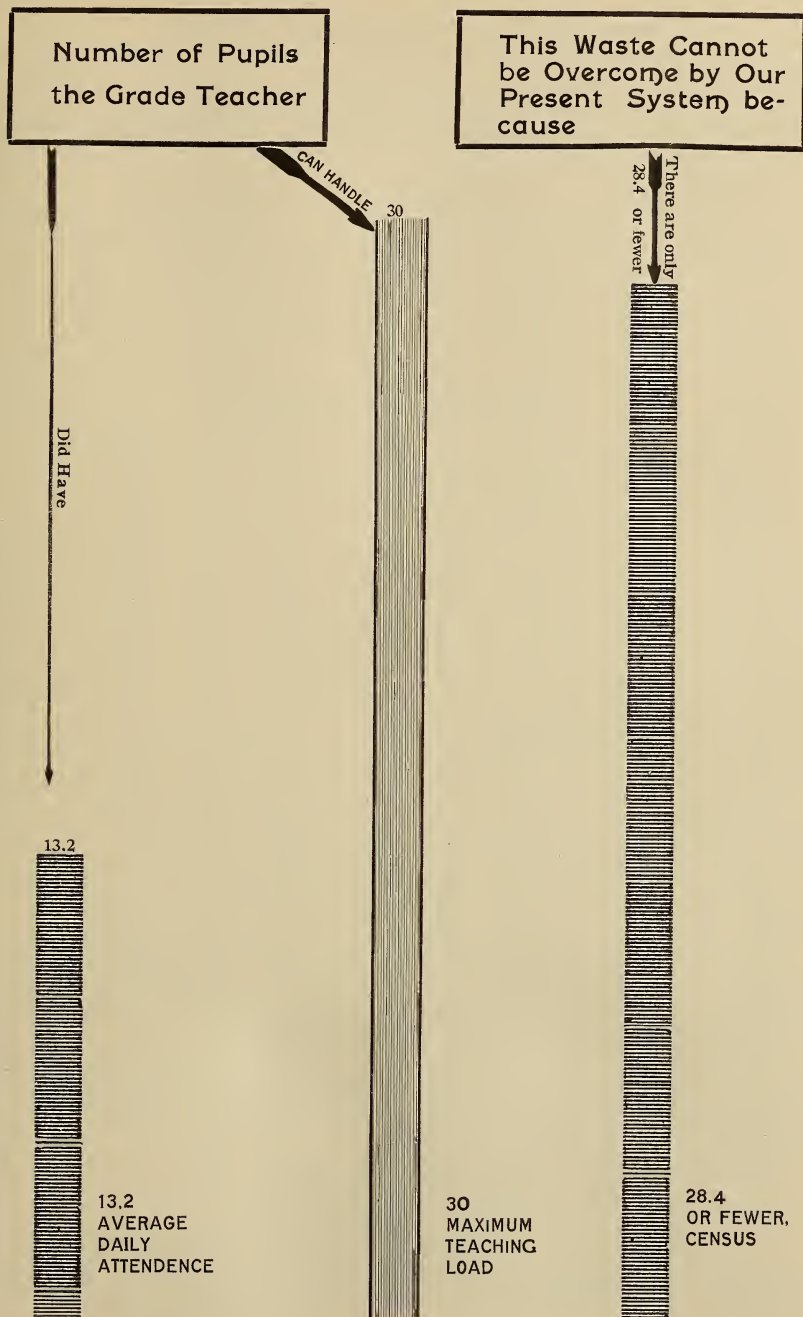
CHART I

Summary Of 1920-1921 School Census, Table IV.

In 1920-21 the school census varied in the different districts from 11 persons to 2,350 persons.

66 schools had a census of less than 30 pupils.

46	" " " " " " "	25 "
24	" " " " " " "	20 "
8	" " " " " " "	15 "

10 schools had a census of more than 75 pupils

9	" " " " " " " "	100 "
5	" " " " " " " "	200 "
4	" " " " " " " "	300 "
2	" " " " " " " "	400 "
1	" " " " " " " "	2200 "

Is The School Census Increasing?

	1913-20	1920-21
Number of schools with less than 30 in census	65	66
" " " " " " 25 " "	40	46
" " " " " " 20 " "	21	24
" " " " " " 15 " "	7	8
" " " " more " 75 " "	9	10
" " " " " " 100 " "	6	9
" " " " " " 200 " "	4	5
" " " " " " 300 " "	3	4
" " " " " " 400 " "	2	2
" " " " " " 2200 " "	1	1
Total school census	7099.2	7231.
Average school census of all the schools	60.1	61.2
Median " " " " " "	28.45	28.

Average per cent of increase in the census of all the schools in 1920-21 over the average yearly census of the period 1913-20 inclusive: 1.8 per cent.

Per cent of decrease in the median census of all the schools in 1920-21 under the median yearly census of the period 1913-20 inclusive: 1.5 per cent.

The preceding comparative study shows that while there is an increase in the total census of the county for 1920-21 over that of the average yearly census for the period 1913-20, yet there is not the same proportionate increase in all districts of the county.

The figures show (1) that on a whole there is a decrease in the census of the country districts while there is an increase in the census of city districts, and (2) that the increase in the city districts is greater than the decrease in the the country districts.

This may be due to one or more of the following causes:

1. A decrease in the size of the rural family.
2. An increase in the size of the town family.
3. A movement of population from the country to the towns.
4. That less care was exercised in taking the census in rural districts than in town districts.

Table V

Showing inconsistencies in the 1920-21 census of Buffalo County schools as found in the Annual Report of County Superintendent to the State Superintendent, the Annual Report of Director to the County Superintendent, and Census Report of the Director to the County Superintendent.

Dist. Key Number	Annual Report of Co. Superintendent to the State Superintendent.			Annual Report of Director to County Superintendent			Census Report of Director to County Superintendent.		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1a	19	14	33	*a*	*a*	*a*	19	14	33
2a	1215	1135	2350	1215	1135	2350	*b*	*b*	*b*
3a	116	99	215	116	99	215	117	98	215
4a	32	25	57	32	25	57	25	32	57
5a	16	15	31	16	15	31	15	15	30
6a	11	18	29	11	18	29	12	16	28
7a	21	13	34	*a*	*a*	*a*	29	20	49
8a	12	15	27	12	15	27	13	15	28
9a	28	27	55	28	27	55	30	27	57
10a	19	15	34	19	15	34	20	16	36
11a	14	9	23	14	9	23 ·	13	9	22
12a	6	8	14	6	8	14	6	9	15
13a	10	4	14	10	4	14	16	6	22
14a	35	19	54	35	19	54	36	16	52
15a	20	23	43	20	23	43	19	24	43
16a	14	8	22	14	8	22	14	9	23
17a	37	28	65	37	28	65	17	22	39
18a	13	11	24	13	11	24	13	9	22
19a	14	14	28	*a*	*a*	*a*	14	14	28
20a	47	57	104	47	57	104	60	59	119
21a	15	16	31	15	16	31	13	15	28
22a	20	21	41	*a*	*a*	*a*	26	15	41
23a	15	16	31	15	16	31	14	17	31
24a	33	22	55	*a*	*a*	*a*	33	22	55
25a	25	17	42	25	17	42	26	18	44
26a	8	15	23	8	5	13	8	5	13
27a	11	8	19	*a*	*a*	*a*	11	8	19
28a	182	227	409	182	227	409	196	212	408
29a	10	3	13	10	3	13	8	6	14
30a	10	9	19	*a*	*a*	*a*	10	9	19
31a	19	9	28	*a*	*a*	*a*	19	9	28
32a	11	9	20	*a*	*a*	*a*	11	9	20
33a	8	13	21	8	13	21	9	14	23
34a	9	4	13	9	4	13	6	2	8
35a	10	6	16	10	6	16	9	6	15
36a	12	10	22	12	10	22	10	9	19
37a	22	17	39	22	17	39	22	16	38
38a	50	53	103	50	53	103	50	52	102
39a	9	9	18	9	9	18	9	8	17
40a	11	10	21	11	10	21	14	13	27
41a	17	21	38	17	21	38	18	20	38
42a	7	11	18	7	11	18	9	11	20
43a	11	5	16	11	5	16	13	3 ·	16
44a	56	47	103	56	47	103	51	52	103

In order not to embarrass any community, in this table, no district is designated by its true number. Instead, a key number is used to represent each district. A copy of this table showing the districts by their true numbers is available to the public in the records of The Nebraska State Teachers College at Kearney.

　(a)　*Indicates no report.*

　(b)　*Reported but figures incorrect and report withdrawn for correction.*

Is The Census as Given in The Annual Report of The Director, Correct?

Under the subject of School Records and Reports will be considered the present district and county school reports and how they can be improved. In this place, we shall merely determine (1) whether or not the census as given in the Director's Annual Report is correct and (2) if it is taken and filed as required by law.

The table on the preceding page contains a copy of the census for 1920-21 as given respectively in the Annual Report of the County Superintendent to the State Department of Education, in the Annual Report of the Director to the County Superintendent, and in the Census Report of the Director to the County Superintendent, but only of the districts in which these reports do not coincide or in cases where the Director failed to report.

A study of this table shows that in 1920-21 there were the following variations in these three reports:

1. Forty-Four districts, or 37.2 per cent of all districts in the county, had variations in two or more of these reports or failed to give the census in the Director's Annual Report.
2. Twenty-six districts, or 22 per cent of all the districts in the county, showed variations in their total census.
3. Twenty-seven districts, or 22.8 per cent of all the districts in the county, showed variations in number of males in the census.
4. Twenty-seven districts, or 22.8 per cent of all the districts in the county, showed variations in the number of females in the census.
5. Nine districts, or 7.6 per cent of all the districts in the county, failed to report the census in the Director's Annual Report as required by law.
6. One district whose Census Report was filed with the County Superintendent and later withdrawn in order that corrections might be made and whose corrected census had not been filed a second time with the County Superintendent on August 25, 1921 which is the date on which this part of the survey is being written. (a)
7. One error in transcribing the census figures from the Directors' Annual Reports to the County Superintendent's Report.

Other Irregularities Found in The Director's Annual Report and in The Director's Census Report.

A table similar to Table 4, showing certain other irregularities in the filing of the Director's Annual Report and the Director's Census Report, is on file in the records of the Nebraska State Teachers College, at Kearney.

This table shows the following irregularities in the Director's Annual Report:

1. Seventeen districts, or 14.4 per cent of all districts, failed to date the Director's Annual Report.
2. The Directors of two districts, or 1.6 per cent of all districts, failed to sign the Director's Annual Report.

(a)   This district hired "a young fellow" to take its census. When his report was filed the County Superintendent and the County Clerk found at least a dozen families whose children were not listed in the report. Because of this the school board of this district withdrew the report and appointed a committee to correct the report. At this writing, August 25, 1921, the work of this committee is not yet finished but a member of this school board has just informed the County Superintendent over the telephone, that the committee has already found 500 persons of school age whose names did not appear on the census report as it was first filed.

3. Six districts, or 5 per cent of all districts, failed to have the Direct-
    or's Annual Report made under oath.
4. The Directors' Annual Reports of 4 districts, or of 3.3 percent of all
    districts, were neither dated nor sworn to.
5. The Director's Annual Report of one district was not dated, signed,
    or sworn to.
6. Fourteen districts, or 11.8 per cent of all districts, filed the Direct-
    ors' Annual Reports after the time required by law.
7. The law requires that the Director's Annual Report shall be made
    within 10 days after the annual district meeting. Accordingly, in
    1921, no Director's Annual Report could be made until on or after
    June 13, 1921. Yet, one Director's Annual Report bears the date
    of June 4, 1921.

    The law *(1)* requires that the Director's Annual Report must be filed
in the office of the County Superintendent within 10 days after the annual
district meeting. In 1921, this would require that the annual report be in
the Office of the County Superintendent on or before June 23, 1921.

    But fourteen districts, or 11.8 per cent of all districts, failed to file the
Director's Annual Report in the Office of the County Superintendent until
after this date. One district filed its report more than two weeks late.

    The same table shows the following irregularities in the Directors'
Census Reports:

1. Twenty-five districts, or 21.1 per cent of all districts, failed to date
    the Director's Census Report.
2. The Directors of 15 districts, or 12.7 per cent of all districts, failed
    to sign the Director's Census Report.
3. Twenty-eight districts, or 23.7 per cent of all districts, failed to have
    the Director's Census Report made under oath.
4. The Director's Census Report of 16 districts, or of 13.5 per cent of
    all the districts, were neither dated nor sworn to.
5. The Directors' Census Report of 15 districts, or of 12.7 per cent of
    all the districts, were neither signed by the Directors nor sworn to.
6. The Director's Census Report of 12 districts, or of 10.1 per cent of
    all the districts, were not dated, signed, or sworn to.
7. Fifteen districts, or 12.7 per cent of all the districts, filed the Direct-
    or's Annual Report after the time required by law.
8. The law *(1)* requires that the census shall be taken within ten days
    previous to the annual district meeting.

    In 1921, the census would accordingly have to be taken between
the third and thirteenth of June. Yet, the Director's Census Report of
three districts, or 2.5 per cent of all districts, bear dates earlier than
June 3, 1921.

Other Inconsistences Found in Director's Annual Report and Director's Census Report

    Fifteen of the district directors who made and signed the Director's
Annual Report and the Director's Census report under oath, on the same
day, give different census figures in the two reports.

    The variations in these figures range from one to three persons in
the total census, while the difference in the figures given respectively
for males and females varies as much as 15.

    *(1)Article IV., Section 6774-80, Pages 48-50 1921-1922 School Laws of
Nebraska, K-B Printing Co., Omaha, Neb.*

Seven of the district directors who made and signed the Director's Annual Report and the Director's Census Report under oath on different days, give variations of from 1 to 26 persons in the census figures of the two reports.   One district filed the reports 4 days apart.

The two reports show a variation of 15 in the total census. Another district filed the reports 19 days apart.   Twenty-six is the variation in the census of its two reports.

One district which did not date, sign, or swear to the Director's Census Report gave a total of 8 persons more in the Directors' Census Report than it did in the census figures given in the Directors' Annual Report, which was dated, signed, and sworn to.

In this case there were 57.1 per cent more persons listed in the Directors' Census Report than in the Director's Annual Report,

These Variations in The School Census Report Indicate

1.   That less than 72.8 per cent of the districts reported the census with certainty of its correctness.

2.   That school boards and the people generally attach no importance to the enumeration of children of school age.   This is especially true since there is no penalty for not taking the enumeration and making a correct return of the same except that the school board is liable to the district for only such school moneys "which such district may lose by such neglect."*(1)*

Since the only money a district can lose by such neglect is its state apportionment and since this is never but a very small sum per person of school age, the incentive coming from this source to make an accurate census report is small.   The sum that the average district with its small number of children of school age can possibly lose from not making a correct enumeration is small. Consequently, most people feel that what little can be gained from an accurate report is not worth the effort that is required to make it.

3.   That school boards and people in general have had no training that willenable them to make or interpret accurate reports in terms of other than that of immediate money returns to them.

4.   That the school census reports as now made and returned lack the value they could have in indicating important educational facts and tendencies of the respective districts and counties as well as of the state taken as a whole.

5.   That the per cent of town and city school boards who realize the importance of an accurate census report filed as required by law is little larger, if any, than is the per cent of county school boards who realize the importance of such a census report.

The Cause of This Indifference

This general indifference toward school census reports on the part of school boards and the general public is largely due to the fact that no benefits other than the state apportionment have come to the districts as

(1)   Article IV, Section 6779-80, page 50, 1921-22 School Laws of Nebraska.   K-B Printing Co., Omaha.

a result of making these reports. No state or county authorities in Nebraska ever compile school census reports and make interpretations of them in such a way that the common people can see any value to the effort required in making exact school census reports. And as has been previously pointed out, a district's share of the state apportionment can be got almost as well on a report that is "about right" and filed "about on time" as if it is absolutely right and filed at the exact time required by law. Why then should school boards take pains to make and file perfect census reports?

Futhermore, since the members of almost every school board serve without compensation, there is a tendency on the part of the public to excuse the school officer who fails to perform his duties, so long as the affairs of the district are "fairly well handled". The common saying is, "John Smith is a good fellow. He does what he thinks is best for the district. We couldn't get anybody who would do it any better. And since he doesn't get any pay for it, why, we can't expect too much".

And, finally, although in 1921, 28 district directors, or 23.7 per cent of all district directors, filed the census report without verifying it under oath, these directors cannot be punished unless the reports are so made that the respective districts lose school moneys thereby. Since these directors did not swear to the correctness of their respective census reports they cannot be held for perjury even though the report is not correct. Consequently, if a director but list enough persons in his census report, he can suffer no penalty even though it is not correct.

The Remedy

Several steps must be taken to guarantee the exact enumeration of all persons of school age and the filing of this enumeration as required by law. Of these the following are the chief steps:

1. A higher minimum compulsory education of all persons of school age.
2. By means of state and county reports, make it clear that no effective compulsory education law can be enforced without a perfect census report filed at a specified time.
3. By means of state and county reports make clear to the people how well the compulsory education law is enforced in the respective districts and counties, at what cost, and with what results.
4. Have the greater portion of the cost of conducting the schools raised by a state tax and distributed by the state on the basis of how well the respective districts enforce school attendance of all persons included in the census.
5. Change the time of taking the census from the time now required by law, which is during the first half of June, to the ten days immediately preceding the opening of the school term.
6. Provide for the taking of a continuous census throughout the school year. This part of the census enumeration should be a part of the duty of the of the truant officers off the district.
7. Provide a system of fines and imprisonment for neglect to make correct enumeration of all persons of school age in the district and for failure to file this enumeration as required by law.
8. Inasmuch as it is unwise to put school board members on a salary, it cannot be expected that school boards shall do the detail work outlined in the above steps. Instead, the school board should be expected only to outline the educational policy that should be pursued in the district and to see to it that that policy is carried out. They should be given sufficient funds to employ the necessary supervisors, teachers, truancy officers, and clerical help effectively to carry out the policies of the district.

TABLE V I
Average Yearly Enrollment
1913—1920
Rank: From Lowest to Highest

Rank	Enroll-ment	Dist.	Rank	Enroll-ment	Dist.	Rank	Enroll-ment	Dist.
1	6.7	28	41	16.7	112	81	24.1	71
2	7.	98	42	16.9	49	82	24.4	14
3	8.4	31	43	16.9	114	83	24.5	83
4	8.8	1	44	17.1	84	84	24.7	43
5	9.4	117	45	17.5	81	85	25.7	18
6	9.7	107	46	17.5	90	86	26.9	91
7	10.1	89	47	17.6	38	87	27.6	24
8	10.5	115	48	17.6	44	88	27.7	34
9	10.9	95	49	17.6	77	89	28.2	66
10	11.	111	50	18.	70	90	28.7	3
11	11.1	58	51	18.3	17	91	29.4	64
12	11.5	86	52	18.4	45	92	29.5	85
13	11.7	93	53	18.6	92	93	29.7	5
14	12.	65	54	18.7	80	94	29.9	57
15	12.4	74	55	18.9	87	95	30.7	47
16	12.5	48	56	19.5	19	96	30.9	26
17	12.7	42	57	19.6	75	97	31.8	22
18	13.1	108	58	19.7	33	98	32.7	82
19	13.4	102	59	19.7	40	99	33.6	97
20	13.6	53	60	20.1	120	100	35.1	63
21	13.6	100	61	20.5	46	101	35.5	36
22	14.1	62	62	20.5	106	102	35.7	23
23	14.7	88	63	20.9	25	103	35.9	13
24	15.1	6	64	20.9	94	104	35.9	101
25	15.1	110	65	21.2	56	105	39.2	41
26	15.2	4	66	21.2	79	106	45.1	16
27	15.2	20	67	21.5	113	107	46.9	11
28	15.2	103	68	22.	32	108	56.2	12
29	15.6	29	69	22.1	21	109	59.6	60
30	15.6	61	70	22.4	8	110	60.1	15
31	15.6	116	71	22.5	76	111	82.1	119
32	15.9	96	72	22.5	109	112	85.4	105
33	16.	27	73	22.6	52	113	96.5	54
34	16.	99	74	22.6	72	114	173.	9
35	16.1	39	75	22.7	55	115	260.5	2
36	16.5	104	76	22.9	30	116	348.6	19
37	16.6	78	77	23.2	67	117	414.6	69
38	16.7	50	78	23.5	59	118	1714.1	7
39	16.7	51	79	23.7	35			
40	16.7	73	80	24.1	68			

The foregoing table shows that the average yearly enrollment during the period 1913-20 varied from 6.7 pupils to 1,714.1 pupils. A further interpretation of this table is given on page 23.

Summary Of 1913-1920 School-Enrollment, Table VI.

The enrollment varied in the different districts from 6.7 pupils to 1714.1 pupils.

94 schools had an enrollment of less than 30 pupils.
84   "   "   "   "   "   "   "   25   "   .
59   "   "   "   "   "   "   "   20   "   .
23   "   "   "   "   "   "   "   15   "   .
6   "   "   "   "   "   "   "   10   "   .

8 schools had an enrollment of more than 75 pupils.
5   "   "   "   "   "   "   "   100   "   .
4   "   "   "   "   "   "   "   200   "   .
3   "   "   "   "   "   "   "   300   "   .
2   "   "   "   "   "   "   "   400   "   .
1   "   "   "   "   "   "   "   1700   "   .

One way The Tax payer's Money Is Squandered

The tax payer pays school taxes to conduct school in his district for all of the children of school age. *(1)*

The state apportions over and above this a certain sum of the tax payer's money to each school district of the state on the basis of the number of children of school age in the respective districts. In Buffalo County a tremendous waste comes as a result of these two practices, because many children of school age took no advantage of the educational opportunities offered, for of the 118 districts in the county 110 enrolled less than 90 per cent of the children of school age, and other schools similarly fell short as shown in the following

Summary of Per Cent of Census Enrolled 1913-20,

Table VII, (As printed on the following page.)

110 enrolled less than 90 per cent of children of school age.
94   "   "   "   80   "   "   "   "   "   .
73   "   "   "   75   "   "   "   "   "   .
52 enrolled less than 70 per cent of the children of school age.
32   "   "   "   65   "   "   "   "   "   .
17   "   "   "   60   "   "   "   "   "   .
4   "   "   "   50   "   "   "   "   "   .
2   "   "   "   45   "   "   "   "   "   .

This waste can be shown in still another way.

Every year school was in session in each district of Buffalo county many children of school age did not attend school one day.

(1) *This will be further discussed under Educational Inequalities*

TABLE V II

Average Per Cent of Census Enrolled Each Year
1913—1920

Rank: From Lowest to Highest

Rank	Per Cent	Dist.	Rank	Per Cent	Dist.	Rank	Per Cent	Dist.
1	41.8	98	41	68.1	53	81	76.6	7
2	43.6	51	42	68.2	26	82	76.7	20
3	47.8	1	43	68.7	72	83	77.1	33
4	49.4	61	44	68.7	104	84	77.3	5
5	52.7	114	45	68.8	77	85	77.4	58
6	53.2	31	46	68.9	14	86	78.4	94
7	54.	28	47	68.9	103	87	78.7	91
8	55.2	109	48	69.1	66	88	78.9	97.
9	56.1	95	49	69.2	101	89	79.1	6
10	56.1	65	50	69.6	36	90	79.1	57
11	56.2	21	51	69.7	45	91	79.2	46
12	56.5	48	52	69.9	113	92	79.6	107
13	57.4	100	53	70.2	29	93	79.6	116
14	57.9	35	54	70.3	18	94	79.6	84
15	58.	96	55	70.4	111	95	80.5	41
16	58.1	120	56	70.5	34	96	80.5	63
17	59.7	3	57	70.8	38	97	80.6	11
18	60.1	24	58	71.2	74	98	81.6	78
19	60.2	110	59	71.8	40	99	82.	108
20	60.5	43	60	72.1	67	100	83.4	16
21	61.4	90	61	72.4	88	101	83.7	79
22	61.7	81	62	72.6	49	102	83.9	71
23	62.	112	63	72.6	76	103	84.3	10
24	62.8	62	64	72.6	25	104	84.7	59
25	62.9	50	65	72.8	17	105	85.3	99
26	63.3	80	66	72.8	117	106	88.2	119
27	63.4	47	67	72.9	42	107	88.2	82
28	63.4	55	68	73.	56	108	88.4	105
29	63.8	106	69	73.7	39	109	89.3	73
30	64.2	30	70	73.7	75	110	89.6	54
31	64.6	27	71	73.7	85	111	93.2	15
32	64.8	102	72	73.8	92	112	94.1	69
33	65.2	86	73	74.4	4	113	94.2	68
34	65.3	93	74	75.	70	114	95.3	89
35	65.3	52	75	75.3	13	115	97.6	2
36	66.4	64	76	75.5	87	116	97.9	60
37	66.8	8	77	75.7	83	117	99.5	9
38	67.1	44	78	75.7	115	118	101.5	19
39	67.5	12	79	75.9	32			
40	67.9	23	80	75.9	22			

The foregoing table shows that the average per cent of the census enrolled each year for the period 1913-20 ranged from 41.8 per cent to 101.5 per cent. A further interpretation of this table is found

TABLE VIII

Average Daily Loss Each Year Through Failure to Enroll
1913-20

Rank: From Lowest to Highest

RANK	PUPILS	DIST.	RANK	PUPILS	DIST.	RANK	PUPILS	DIST.
1	.5	89	41	6.6	92	81	10.9	80
2	.9	9	42	6.9	103	82	10.9	81
3	1.2	60	43	6.9	17	83	10.9	18
4	1.5	68	44	7.	32	84	11.	14
5	2.	73	45	7.	75	85	11.	90
6	2.5	107	46	7.2	91	86	11.	119
7	2.7	99	47	7.2	102	87	11.2	8
8	2.9	108	48	7.3	38	88	11.2	11
9	3.2	58	49	7.4	31	89	11.2	54
10	3.2	86	50	7.5	104	90	11.2	105
11	3.4	115	51	7.7	40	91	11.5	96
12	3.5	117	52	7.9	25	92	11.6	34
13	3.6	10	53	7.9	56	93	11.6	106
14	3.7	78	54	7.9	57	94	11.7	13
15	4.	6	55	7.9	83	95	12.	52
16	4.	116	56	8.	45	96	12.6	66
17	4.1	79	57	8.	77	97	12.7	30
18	4.2	59	58	8.4	62	98	13.1	55
19	4.4	15	59	8.5	63	99	14.4	26
20	4.4	82	60	8.5	76	100	14.5	120
21	4.4	84	61	8.5	95	101	14.9	64
22	4.6	20	62	8.6	44	102	15.1	114
23	4.6	71	63	8.7	5	103	15.4	36
24	4.6	111	64	8.7	27	104	16.	61
25	4.7	42	65	9.	16	105	16.	101
26	5.	74	66	9.	67	106	16.1	43
27	5.2	4	67	9.	97	107	16.9	23
28	5.4	46	68	9.2	113	108	17.2	21
29	5.6	88	69	9.4	65	109	17.2	35
30	5.7	28	70	9.5	41	110	17.8	47
31	5.7	94	71	9.5	1	111	18.2	109
32	5.8	39	72	9.6	48	112	18.4	24
33	5.9	33	73	9.7	98	113	19.4	3
34	6.	70	74	9.9	50	114	21.6	51
35	6.1	87	75	10.	110	115	26.5	69
36	6.2	93	76	10.1	22	116	27.1	12
37	6.4	49	77	10.1	100	117	522.5	7
38	6.4	53	78	10.2	112			
39	6.5	2	79	10.4	72			
40	6.6	29	80	10.5	85			

The above table shows that the average daily loss to school districts each year, through failure to enroll, ranged from 0.5 to 522.5 pupils. In the latter case, at least, ten additional teachers would have been required if these pupils had enrolled. A more detailed interpretation of this table is found on page 26.

Summary of Daily Loss Through Failure to Enroll, 1913-20, Table V I I I

93 schools had 5 or more children who never enrolled.

44	"	"	10	"	"	"	"	"	"
17	"	"	15	"	"	"	"	"	"
4	"	"	20	"	"	"	"	"	"
3	"	"	25	"	"	"	"	"	"
1	"	" 520	"	"	"	"	"	"

Waste Due To Present Organization Revealed By Enrollment

In our study of the census, it was noted that 65 schools never could be efficient under the present form of organization, for while the maximum teaching load of a grade teacher is 30 pupils, each of these schools had fewer than 30 children of school age in the district and each required the teacher to scatter her efforts in the instruction of from four to eight grades. A study of the enrollment for the last eight years shows that 94 schools never had an enrollment equal to the maximum teaching load of a grade teacher. Hence, the waste due to our present form of organization applies not only to the 65 schools which have fewer than 30 children of school age in their respective districts, but also to 29 schools more which never had an enrollment equal to the maximum teaching load of a grade teacher. Furthermore, in these additional 29 schools the teachers cannot do efficient work because instead of teaching one grade they are teaching from four to eight grades.

A still greater waste due to our present form of organization will be noted in our study of the average daily attendance.

TABLE IX
Total Enrollment
1920—1921
Rank: From Lowest to Highest.

Rank	Enroll.	Dist.	Rank	Enroll.	Dist.	Rank	Enroll.	Dist
1	7	20	41	15	6	81	23	81
2	7	28	42	15	96	82	23	113
3	7	71	43	15	109	83	24	95
4	8	46	44	16	40	84	24	104
5	9	1	45	16	77	85	25	22
6	9	45	46	17	17	86	25	66
7	9	65	47	17	49	87	25	83
8	9	79	48	17	72	88	27	64
9	9	98	49	17	80	89	28	47
10	10	94	50	17	88	90	29	57
11	10	116	51	17	102	91	30	85
12	11	50	52	17	117	92	31	30
13	11	58	53	18	10	93	31	101
14	11	84	54	18	92	94	32	59
15	12	29	55	18	99	95	33	33
16	12	51	56	18	100	96	34	18
17	12	52	57	18	110	97	35	82
18	12	62	58	19	53	98	36	91
19	12	89	59	19	68	99	37	16
20	12	90	60	19	76	100	41	13
21	12	93	61	19	108	101	42	23
22	12	103	62	20	8	102	43	34
23	12	107	63	20	32	103	44	36
24	12	112	64	20	38	104	46	11
25	12	115	65	20	78	105	47	97
26	13	27	66	20	87	106	53	60
27	13	31	67	21	43	107	70	119
28	13	48	68	21	56	108	73	12
29	13	61	69	21	73	109	88	15
30	13	67	70	21	75	110	93	105
31	13	86	71	21	106	111	105	54
32	13	111	72	21	114	112	108	41
33	13	120	73	22	26	113	241	9
34	14	4	74	22	39	114	284	2
35	14	21	75	23	5	115	319	19
36	14	44	76	23	14	116	472	69
37	14	55	77	23	25	117	1814	7
38	14	70	78	23	35			
39	14	74	79	23	42			
40	15	3	80	23	63			

This table shows that the 1920-21 enrollment in the different schools ranged from 7 pupils to 1,814 pupils. A further discussion of this table is found on page 28.

Summary of 1920–21 School–Enrollment, Table IX

In 1920-21, the enrollment varied in the different districts from 7 pupils to 1814 pupils.

90	schools	had	an	enrollment	of	less	than	30	pupils.
84	"	"	"	"	"	"	"	25	" .
61	"	"	"	"	"	"	"	20	" .
39	"	"	"	"	"	"	"	15	" .
9	"	"	"	"	"	"	"	10	" .
9	schools	had	an	enrollment	of	more	than	75	pupils.
7	"	"	"	"	"	"	"	100	" .
5	"	"	"	"	"	"	"	200	" .
3	"	"	"	"	"	"	"	300	" .
2	"	"	"	"	"	"	"	400	" .
1	"	"	"	"	"	"	"	1800	" .

Is The School Enrollment Increasing?

			1913-20	1920-21
Number of schools with fewer than 30 enrolled			94	90
" " " " " " 25 "			84	84
" " " " " " 20 "			59	61
" " " " " " 15 "			23	39
" " " " " " 10 "			6	9
Number of schools with more than 75 enrolled			8	9
" " " " " " 100 "			5	7
" " " " " " 200 "			4	5
" " " " " " 300 "			3	3
" " " " " " 400 "			2	2
" " " " " " 1700 "			1	1
" " " " " " 1800 "			0	1
Yearly enrollment in all the schools			5537.8	5767.
Average school enrollment			46.9	49.2
Median school enrollment			19.9	19.

The increase in the total enrollment of all the schools in 1920-21 over that of 1913-20 inclusive, was 229.2 pupils, or 4.1 per cent of the average yearly total enrollment for the period 1913-20 inclusive.

The increase in the average school enrollment in 1920-21 over that of 1913-20 was 2.3 pupils per school or 4.9 per cent of the average yearly school enrollment for the period 1913-20 inclusive.

The decrease in the median school enrollment in 1920-21 under that of 1913-20 was .9 pupils or 4.5 per cent of the yearly median enrollment for the period 1913-20 inclusive.

TABLE X
Per Cent of Census Enrolled
1920—1921
Rank: From Lowest to Highest

Rank	Per Cent	Dist.	Rank	Per Cent	Dist.	Rank	Per Cent	Dist.
1	28.5	51	41	62.5	116	81	77.2	72
2	32.	46	42	63.6	20	82	77.7	75
3	36.1	61	43	64.2	10	83	78.3	97
4	38.7	52	44	64.2	64	84	80.	91*
5	41.1	71	45	64.2	98	85	80.7	11
6	45.	45	46	64.5	8	86	80.9	49
7	45.	63	47	65.3	102	87	80.9	88
8	45.1	55	48	65.7	83	88	80.9	117
9	45.4	3	49	66.6	92	89	81.2	86
10	47.3	1	50	66.6	107	90	82.	13
11	47.3	79	51	66.6	112	91	82.1	81
12	48.3	109	52	66.6	115	92	82.6	108
13	50.	28	53	67.8	53	93	85.7	29
14	50.	67	54	67.9	119	94	85.7	110
15	51.7	96	55	68.7	58	95	88.1	2
16	51.8	21	56	68.9	38	96	89.5	34
17	52.2	5	57	69.2	65	97	90.2	105
18	53.4	35	58	69.2	99	98	92.3	89
19	53.8	70	59	70.	74	99	93.3	4
20	54.1	48	60	70.	106	100	95.	68
21	54.1	111	61	70.3	76	101	95.1	78
22	55.	84	62	70.7	57	102	95.4	73
23	55.2	114	63	70.8	12	103	96.3	60
24	56.	44	64	71.4	87	104	100.	15
25	56.	47	65	71.4	94	105	100.	18
26	56.4	26	66	71.8	25	106	100.	39
27	56.5	120	67	72.	100	107	100.	54
28	56.5	27	68	73.3	50	108	103.	19
29	56.7	43	69	73.8	101	109	103.	59
30	56.8	22	70	74.	14	110	107.6	41
31	57.1	62	71	75.	85	111	109.	42
32	57.4	30	72	75.	90	112	109.	95
33	58.3	56	73	75.	93	113	112.	9
34	58.6	17	74	75.5	16	114	112.	82
35	60.	103	75	76.1	40	115	115.	69
36	60.7	80	76	76.3	23	116	123.	77
37	61.5	104	77	76.4	31	117	131.	66
38	61.9	36	78	76.7	33			
39	62.1	113	79	76.8	32			
40	62.5	6	80	77.1	7			

The preceding table shows that the per cent of the census enrolled in 1920-21 ranged in the different schools from 28.5 per cent to 131 per cent. A further study of this table is found on page 30.

* *Consolidated District No. 1.*

Summary Of Per Cent Of Census Enrolled, 1920-21, Table X.

96 schools enrolled less than 90 per cent of children of school age.
83 " " " " 80 per cent " " " " " .
70 " " " " 75 per cent " " " " " .
58 " " " " 70 per cent " " " " " .
46 " " " " 65 per cent " " " " " .
34 " " " " 60 per cent " " " " " .
12 " " " " 50 per cent " " " " " .
5 " " " " 45 per cent " " " " " .
4 " " " " 40 per cent " " " " " .
2 " " " " 35 per cent " " " " " .
1 " " " " 30 per cent " " " " " .

14 schools enrolled 100 per cent or more of census.
8 " " 105 " " " " " " .
5 " " 110 " " " " " " .
2 " " 120 " " " " " " .
1 " " 130 " " " " " " .

A Comparative Study Of The Per Cent Of Census Enrolled.

	1913-20	1920-1
Number of school with less than 90 per cent of census enrolled.	110	96
" " " " " " 80 " " " " " "	94	83
" " " " " " 75 " " " " " "	73	70
" " " " " " 70 " " " " " "	52	58
" " " " " " 65 " " " " " "	32	46
" " " " " " 60 " " " " " "	17	34
" " " " " " 50 " " " " " "	4	12
" " " " " " 45 " " " " " "	2	5
" " " " " " 40 " " " " " "	0	4
" " " " " " 35 " " " " " "	0	2
" " " " " " 30 " " " " " "	0	1
Number of schools with 100 per cent or more of census enrolled.	1	14
" " " " 105 " " " " " " "	0	8
" " " " 110 " " " " " " "	0	5
" " " " 120 " " " " " " "	0	2
" " " " 130 " " " " " " "	0	1

TABLE XI
Average Daily Loss Each Year Through Failure to Enroll
1913-20
Rank: From Lowest to Highest

RANK	PUPILS	DIST.	RANK	PUPILS	DIST.	RANK	PUPILS	DIST.
1	0	15	41	8	76	81	14	96
2	0	18	42	8	87	82	14	113
3	0	39	43	8	99	83	15	56
4	1	4	44	8	103	84	15	64
5	1	68	45	9	25	85	15	104
6	1	73	46	9	13	86	16	43
7	1	78	47	9	38	87	16	109
8	1	89	48	9	53	88	17	26
9	2	29	49	9	62	89	17	46
10	2	60	50	9	84	90	17	55
11	3	86	51	9	91	91	17	114
12	3	110	52	9	92	92	18	3
13	4	20	53	9	102	93	19	22
14	4	31	54	9	106	94	19	52
15	4	49	55	10	1	95	20	35
16	4	50	56	10	10	96	21	5
17	4	65	57	10	27	97	22	47
18	4	88	58	10	33	98	23	30
19	4	90	59	10	71	99	23	61
20	4	93	60	10	79	100	27	36
21	4	94	61	10	85	101	30	12
22	4	108	62	10	105	102	30	51
23	4	117	63	10	120	103	33	119
24	5	34	64	11	8	104	38	2
25	5	40	65	11	11	105	38	63
26	5	58	66	11	44	106	536	7
27	5	72	67	11	45			
28	5	81	68	11	48			
29	5	98	69	11	80			
30	6	6	70	11	101			
31	6	32	71	11	111			
32	6	74	72	12	16			
33	6	75	73	12	17			
34	6	107	74	12	57			
35	6	112	75	12	70			
36	6	115	76	13	21			
37	6	116	77	13	23			
38	7	28	78	13	67			
39	7	100	79	13	83			
40	8	14	80	13	97			

The following districts had more pupils enrolled than in their census.

1	1	54	5	3	77	9	12	19
2	1	59	6	4	82	10	26	9
3	2	42	7	5	41	11	63	69
4	2	95	8	6	66			

The above table indicates that in 1920-21, the average daily loss to the respective schools of the county thru failure to enroll ranged from no loss to a loss of 536 pupils. It further shows that eleven districts had an enrollment greater than their census.

Summary of Daily Loss Through Failure to Enroll, 1920-21, Table XI

83 schools had 5 or more persons of school age who never enrolled.
52 " " 10 " " " " " " " " " "
24 " " 15 " " " " " " " " " "
12 " " 20 " " " " " " " " " "
7 " " 25 " " " " " " " " " "
6 " " 30 " " " " " " " " " "
1 " " 520 " " " " " " " " " "

5 schools had 5 or more pupils than their census.
3 " " 10 " " " " " " " "
2 " " 20 " " " " " " " "
1 " " 60 " " " " " " " "

A Comparative Study of The Daily Loss Through Failure To Enroll

	1913-20	1920-21
Schools having 5 or more not enrolled	93	83
" " 10 " " " "	44	52
" " 15 " " " "	17	24
" " 20 " " " "	4	12
" " 25 " " " "	3	7
" " 30 " " " "	1	6
" " 520 " " " "	1	1
Schools having 5 or more enrolled than in census	1	7
" " 10 " " " "	0	3
" " 20 " " " "	0	2
" " 60 " " " "	0	1

This Comparative Study of The Enrollment Indicates

1. That there is an increase in the total enrollment of all the schools.

2. That there is an increase in the average enrollment of all the schools.

3. That there is an increase in the number of schools having an enrollment of fewer than 20 and an especially large increase in the number of schools having fewer than 15 and fewer than 10 pupils enrolled.

4. That there is a decrease in the median school enrollment.

5. That there is an increase in the number of schools having a large per cent of the census enrolled.

6. That there is a much larger increase in the number of schools having a low per cent of the census enrolled. These two facts would indicate that a few schools are exerting greater effort than ever before to get more of their own people of school age to enroll and to attract non-resident pupils, while many more schools are making no effort to enroll their own people who should be in school.

7. That there is a great increase in the number of schools which suffer a daily loss of 10, 15, 20, 25, and even 30 pupils and more, because they failed to enroll these people of school age.

8. That, consequently, from the standpoint of reaching all the people who should be in school the Buffalo county schools, in their present organization, taken as a whole, are not efficient.

What a Study of The Different Enrollment Reports Indicates

There are on file in the Office of the County Superintendent four different reports of the enrollment. These four reports are the Annual Report of the County Superintendent to the State Superintendent, the Director's Annual Report to the County Superintendent, the Teacher's Classification Report, and the Teacher's Term Summary. Besides these reports, principals of schools having more than one teacher file a fifth report of the enrollment with the County Superintendent.

These various reports of the census should coincide. However, a study of these reports compiled like a similar study of the census in Table V shows the following inconsistencies:

1. Of the 118 districts in the county only 28 districts, or 23.7 per cent of all districts, filed enrollment papers at the end of the year that coincided.

2. Of the 118 districts in the county 17 districts, or 14.4 per cent of all districts failed to make any report of the enrollment in the Director's Annual Report as required by law. (a)

3. Of the 118 districts in the county 54 districts, or 45.7 per cent of all districts, failed to give the correct enrollment in the Director's Annual Report.

4. Of the 118 districts in the county 53 districts, or 44 per cent of all districts, had teachers whose final reports of the enrollment made on the same day failed to coincide.

5. The Classification Report and Term Summary of 42 teachers were not signed by the Director as having been examined and approved by him;

6. Four teachers failed to sign the Classification Report and Term Summary.

7. Two Superintendents of the 5 leading town and city schools gave different figures for their enrollment in two reports filed on the same day. In one case the difference in the reports was 20 pupils. In the other case the difference was 11 pupils.

8. Five principals of the smaller town schools and of two-room rural schools filed enrollment reports which did not coincide with the reports filed by their respective teachers. In one school the reports were as follows:

	MALE	FEMALE	TOTAL.
Principal's Report	34	36	70
Teachers' Reports	21	25	46

In another school the reports were as follows:

	MALE	FEMALE	TOTAL.
Principal's Report	30	23	53
Teachers' Reports	38	26	64

A third report of the enrollment of this school filed by the teachers gives the enrollment as 61.

In a third school the reports were as follows:

	Male	Female	Total
Principal's Report	48	57	105
Teachers' Reports	51	62	113

But a third report filed by the teachers on the same day gives the enrollment as 106.

(a)*Article 4, Section 6779-80, page 50, 1921-22 School Laws of Nebraska. K-B Printing Company, Omaha.*

These Inconsistencies in The Enrollment Reports Indicate

1. That many teachers and principals either do not know how to make enrollment reports or else do not make any effort to file correct reports.

2. That many directors either do not know how to determine if the teacher's enrollment report is correct or else they make no effort to determine that it is correct.

3. That since the teachers and the directors never hear about their enrollment reports after they are filed, "what difference does it make if they are not exactly correct?"

4. Furthermore, since there is no penalty attached, why should the director exert any effort to see to it that the teacher files a correct report of the enrollment? This is especially true since there is no loss in money to the district even though its enrollment report is not correct.

The Remedy

The remedy for this is in part the same as that outlined on page 13 to secure a correct census enumeration. But two more things are necessary. They are:

1. That better trained teachers and principals possessing higher professional attitudes and knowledge must displace the many almost untrained teachers of today.

2. That no person shall be granted any teacher's certificate until he or she has pursued at least a one college hour course, or its equivalent, in School Records and Reports.

Summary of 1913-1920 Average Daily Attendance, Table XII.
(See Table on page 35)

The average daily attendance in the different districts ranged from 4.2 pupils to 1308 pupils, as shown in Table XII on opposite page.

106 schools had a daily attendance of less than 30 pupils.
103   "   "   "   "   "   "   "   "   25   "
90   "   "   "   "   "   "   "   "   20   "
72   "   "   "   "   "   "   "   "   15   "
36   "   "   "   "   "   "   "   "   10   "
18   "   "   "   "   "   "   "   "   8   "
2   "   "   "   "   "   "   "   "   5   "

5 schools had a daily attendance of more than 70 pupils.
4   "   "   "   "   "   "   "   "   200   "
2   "   "   "   "   "   "   "   "   300   "
1   "   "   "   "   "   "   "   "   1300   "

TABLE XII
Average Daily Attendance Each Year
1913—1920
Rank: From Lowest to Highest

Rank	Av.Daily Att'nd	Dist.	Rank	Av.Daily Att'nd	Dist.	Rank	Av.Daily Att'nd	Dist.
1	4.2	98	41	10.7	77	81	16.9	64
2	4.7	28	42	10.7	81	82	17.2	35
3	5.1	31	43	10.7	90	83	17.5	67
4	5.2	99	44	11.	80	84	17.6	43
5	5.5	107	45	11.4	29	85	18.4	34
6	5.6	58	46	11.4	44	86	18.7	14
7	6.2	102	47	11.4	104	87	18.9	18
8	6.5	89	48	11.4	49	88	18.9	109
9	6.6	115	49	11.9	4	89	19.5	85
10	7.1	117	50	12.	45	90	19.6	82
11	7.4	1	51	12.	61	91	20.	91
12	7.4	111	52	12.2	70	92	20.2	26
13	7.5	86	53	12.4	38	93	20.6	57
14	7.5	93	54	12.4	72	94	21.1	24
15	7.5	95	55	12.4	94	95	22.5	36
16	7.9	73	56	12.5	87	96	22.6	47
17	7.9	42	57	12.6	40	97	22.8	13
18	7.9	48	58	13.	106	98	22.8	3
19	8.	74	59	13.2	17	99	22.9	22
20	8.2	65	60	13.2	46	100	23.5	5
21	8.2	100	61	13.2	84	101	24.1	63
22	8.9	62	62	13.5	75	102	24.2	101
23	9.2	53	63	13.5	56	103	24.7	97
24	9.4	114	64	13.6	59	104	27.5	41
25	9.4	51	65	13.7	33	105	28.2	12
26	9.4	103	66	14.	79	106	28.4	23
27	9.5	50	67	14.1	76	107	33.6	16
28	9.5	78	68	14.2	71	108	35.2	11
29	9.6	27	69	14.2	120	109	43.2	60
30	9.6	112	70	14.4	83	110	43.8	15
31	9.7	20	71	14.7	30	111	63.9	119
32	9.7	39	72	14.7	55	112	68.1	105
33	9.9	88	73	15.1	25	113	70.	54
34	9.9	96	74	15.2	32	114	121.1	9
35	9.9	108	75	15.4	52	115	231.9	2
36	9.9	110	76	15.4	68	116	283.4	19
37	10.1	116	77	16.1	8	117	339.2	69
38	10.5	6	78	16.1	113	118	1308.	7
39	10.5	10	79	16.4	21			
40	10.5	92	80	16.5	66			

The foregoing table shows that in 1913-20 the average daliy attendance in the different schools ranged from 4.2 ro 1,308. A more detailed discussion of this table is offered ou page 34.

TABLE XIII
Average Per Cent of Census
In Average Daily Attendance Each Year
1913-20
Rank: From Lowest to Highest

Rank	Per Cent	Dist.	Rank	Per Cent	Dist.	Rank	Per Cent	Dist.
1	24.4	51	41	44.2	36	81	51.5	18
2	25.4	98	42	44.4	52	82	51.6	116
3	28.	99	43	44.4	83	83	52.5	17
4	29.3	114	44	44.5	39	84	52.5	113
5	30.3	102	45	44.7	26	85	52.6	32
6	32.5	31	46	44.9	107	86	52.6	25
7	33.9	12	47	45.	42	87	52.9	82
8	34.7	100	48	45.4	10	88	53.	14
9	35.6	48	49	45.5	45	89	53.7	33
10	35.6	112	50	45.6	76	90	53.9	23
11	35.7	50	51	45.9	24	91	54.3	67
12	36.7	96	52	45.9	40	92	54.5	22
13	37.1	80	53	46.1	74	93	54.6	57
14	37.5	72	54	46.2	53	94	54.9	6
15	37.7	90	55	46.3	109	95	55.2	79
16	37.9	81	56	46.3	56	96	55.3	63
17	37.9	61	57	46.5	94	97	55.3	117
18	38.	28	58	46.6	78	98	56.4	41
19	38.1	64	59	46.6	47	99	57.9	4
20	38.6	65	60	46.7	34	100	58.1	97
21	38.7	95	61	46.7	101	101	58.5	7
22	38.9	27	62	47.2	111	102	58.6	91
23	39.1	58	63	47.4	104	103	60.	68
24	39.3	110	64	47.5	3	104	60.6	11
25	39.4	62	65	47.7	115	105	61.	5
26	40.3	1	66	47.9	13	106	61.2	89
27	40.4	66	67	48.1	8	107	61.6	84
28	40.5	106	68	48.5	88	108	61.7	108
29	41.1	55	69	48.7	85	109	62.1	16
30	41.2	120	70	48.9	49	110	65.	54
31	41.4	30	71	49.	20	111	67.9	15
32	41.6	92	72	49.1	59	112	68.6	119
33	41.6	21	73	49.6	71	113	69.7	9
34	41.7	93	74	49.7	38	114	70.5	105
35	41.9	77	75	50.	87	115	71.	60
36	42.	73	76	50.7	75	116	76.9	69
37	42.1	35	77	50.8	86	117	82.5	19
38	42.4	103	78	51.	70	118	86.8	2
39	43.1	43	79	51.1	29			
40	43.3	44	80	51.3	46			

The foregoing table shows that the per cent of the census in average daily attendance in the different schools ranged from 24.4 per cent to 86.8 per cent. A further consideration of this subject is found on

Anothter Way by Which The Tax Payers' Money Is Squandered

In discussing the enrollment it was pointed out that a tremendous waste in the spending of the tax payers' money came about through the failure of pupils of school age to enroll. Another waste in the tax payers' money comes about as a result of the failure of pupils of school age to attend school daily. In proof of this, the following facts are submitted:

Summary of Average Percent of Census in Average Daily Attendance Each Year 1913-1920, Table XIII

Each day school was in session

All districts had less than 90 per cent of census present.

117	"	"	"	"	85	"	"	"	"	"
116	"	"	"	"	80	"	"	"	"	"
115	"	"	"	"	75	"	"	"	"	"
113	"	"	"	"	70	"	"	"	"	"
109	"	"	"	"	65	"	"	"	"	"
102	"	"	"	"	60	"	"	"	"	"
94	"	"	"	"	55	"	"	"	"	"
74	"	"	"	"	50	"	"	"	"	"
46	"	"	"	"	45	"	"	"	"	"
25	"	"	"	"	40	"	"	"	"	"
8	"	"	"	"	35	"	"	"	"	"
4	"	"	"	"	30	"	"	"	"	"
1	"	"	"	"	25	"	"	"	"	"

This waste of the tax payer's money can be pointed out in another way:

Summary of Daily Loss Through Failure to Attend Based on Census, 1913-20, Table XIV. (Table XIV will be found on page 38)

Every single day school was in session in each district of the county

117 schools had	5 or more persons of school age absent.								
103	"	"	10	"	"	"	"	"	"
60	"	"	15	"	"	"	"	"	"
35	"	"	20	"	"	"	"	"	"
16	"	"	25	"	"	"	"	"	"
7	"	"	30	"	"	"	"	"	"
5	"	"	50	"	"	"	"	"	"
2	"	"	100	"	"	"	"	"	"
1	"	"	900	"	"	"	"	"	"

TABLE XIV

Average Daily Loss Each Year through Failure to Attend Based on Census
1913—1920
Rank: From Lowest to Highest

RANK	PUPILS	DIST.	RANK	PUPILS	DIST.	RANK	PUPILS	DIST.
1	4.1	89	41	13.1	75	81	19.2	52
2	5.7	117	42	13.5	99	82	19.5	63
3	6.1	108	43	13.6	25	83	19.6	61
4	6.7	107	44	13.6	62	84	20.4	120
5	7.3	86	45	13.7	32	85	20.5	16
6	7.3	115	46	14.1	59	86	20.5	85
7	7.7	28	47	14.1	91	87	20.6	72
8	8.2	84	48	14.2	48	88	20.7	15
9	8.2	111	49	14.2	94	89	20.9	30
10	8.6	4	50	14.4	45	90	21.	34
11	8.6	6	51	14.4	102	91	21.1	55
12	8.7	58	52	14.5	71	92	21.2	41
13	9.4	74	53	14.6	113	93	21.9	109
14	9.5	116	54	14.7	67	94	22.6	114
15	9.6	42	55	14.7	92	95	22.9	11
16	10.1	20	56	14.9	40	96	23.	21
17	10.2	68	57	14.9	44	97	23.2	43
18	10.5	88	58	14.9	77	98	23.7	35
19	10.5	93	59	15.	5	99	24.2	23
20	10.6	31	60	15.1	27	100	24.4	66
21	10.7	53	61	15.2	110	101	24.8	13
22	10.9	29	62	15.5	100	102	24.9	24
23	10.9	73	63	15.6	56	103	25.	26
24	10.9	78	64	16.6	14	104	25.3	3
25	10.9	1	65	16.9	76	105	25.9	47
26	11.4	79	66	17.1 .	50	106	27.4	64
27	11.7	70	67	17.1	57	107	27.6	101
28	11.9	33	68	17.4	8	108	28.4	36
29	11.9	49	69	17.4	112	109	28.5	105
30	11.9	95	70	17.5	82	110	29.	51
31	12.	17	71	17.5	96	111	29.2	119
32	12.1	39	72	17.6	60	112	35.1	2
33	12.5	38	73	17.6	81	113	37.7	54
34	12.5	87	74	17.7	18	114	52.7	9
35	12.5	98	75	17.7	90	115	55.1	12
36	12.6	10	76	17.9	97	116	60.	19
37	12.6	46	77	18.	83	117	101.9	69
38	12.6	104	78	18.6	80	118	928.6	7
39	12.7	103	79	19.1	22			
40	13.1	65	80	19.1	106			

The foregoing table shows that the number of pupils of school age in the district, who were out of school each day school was in session varied from 4.1 pupils to 928.6 pupils.

A more complete analysis of this loss is found on page 37.

TABLE XV

Average Per Cent of Enrollment
In Average Daily Attendance Each Year
1913-20
Rank: From Lowest to Highest

Rank	Per Cent	Dist.	Rank	Per Cent	Dist.	Rank	Per Cent	Dist.
1	32.8	99	41	63.7	68	81	70.8	120
2	46.6	102	42	63.8	93	82	71.2	43
3	47.	73	43	63.9	20	83	71.8	22
4	50.2	12	44	63.9	13	84	72.1	17
5	50.6	58	45	63.9	40	85	72.1	8
6	53.8	10	46	64.2	89	86	72.5	25
7	54.7	72	47	64.5	30	87	72.5	54
8	55.6	114	48	64.5	44	88	72.5	60
9	56.	51	49	64.6	46	89	72.6	35
10	56.3	92	50	64.6	74	90	72.8	29
11	56.4	107	51	64.8	116	91	72.8	15
12	56.7	50	52	64.8	55	92	73.3	18
13	57.1	78	53	65.2	86	93	73.6	47
14	57.4	64	54	65.3	110	94	73.6	97
15	57.5	112	55	65.3	45	95	74.	21
16	58.	59	56	65.6	26	96	74.5	16
17	58.4	66	57	65.9	79	97	74.8	91
18	58.7	80	58	66.1	85	98	75.	113
19	58.7	83	59	66.2	34	99	75.2	11
20	59.1	71	60	66.2	87	100	75.2	108
21	59.3	94	61	66.9	88	101	75.3	67
22	59.9	82	62	67.1	111	102	76.	117
23	60.2	27	63	67.5	49	103	76.3	7
24	60.5	39	64	67.9	101	104	76.5	24
25	60.6	100	65	67.9	53	105	76.8	61
26	60.7	98	66	68.	52	106	76.9	14
27	61.	77	67	68.1	70	107	77.4	84
28	61.2	31	68	68.7	63	108	77.8	119
29	61.4	81	69	68.7	65	109	77.9	4
30	61.4	90	70	68.8	75	110	79.	5
31	61.8	42	71	69.	95	111	79.3	3
32	62.1	103	72	69.	57	112	79.4	23
33	62.2	96	73	69.3	32	113	79.8	105
34	62.8	76	74	69.4	6	114	81.5	19
35	62.8	62	75	69.5	104	115	81.8	69
36	63.	48	76	69.6	33	116	83.9	109
37	63.1	115	77	70.	9	117	84.2	1
38	63.4	36	78	70.1	41	118	89.	2
39	63.4	106	79	70.2	38			
40	63.5	56	80	70.4	28			

The foregoing table shows that the per cent of the enrollment in average daily attendances varied from 32.8 per cent to 89 per cent. A more detailed study of this table is found on page 40.

Summary of Per cent of Enrollment in Daily Attendance Each Year, 1913-20
Table XV

This waste of the tax payer's money is further shown by a study of the attendance of pupils enrolled. After a pupil enrolls in the public school he should be in school every day school is in session. Illness should be the only legitimate excuse for absence. Yet, each day the schools of Buffalo County were in session

All districts had less than 90 per cent of enrollment present.

117	"	"	"	" 85 per cent "	"	"	.
113	"	"	"	'' 80 per cent ''	''	''	.
97	"	"	"	" 75 per cent "	"	"	.
76	''	''	''	'' 70 per cent ''	''	''	.
52	"	"	"	" 65 per cent "	"	"	.
22	"	"	"	" 60 per cent "	"	"	.
7	"	"	"	" 55 per cent "	"	"	.
3	"	"	"	" '50 per cent "	"	"	.
1	"	"	"	" 35 per cent "	"	"	.

SUMMARY OF TABLE XVI.
Daily Loss Through Failure to Attend Based on Enrollment, 1913-20
(*Table on following page*)

This particular waste of the tax payers' money can be shown in still another way. Every single day school was in session in each of the schools of the county

114 schools counted absent 3 or more of pupils enrolled.

93	"	"	"	5	"	"	"	"	"	.
41	"	"	"	8	"	"	"	"	"	.
26	"	"	"	10	"	"	"	"	"	.
11	"	"	"	15	"	"	"	"	"	.
7	"	"	"	25	"	"	"	"	"	.
4	"	"	"	50	"	"	"	"	"	.
3	"	"	"	65	"	"	"	"	"	.
2	"	"	"	75	"	"	"	"	"	.
1	"	"	"	400	"	"	"	"	"	.

Cause of This Waste of the Tax Payers' Money

Thus far but one waste of the tax payers' money has been pointed out as coming from poor enrollment and poor attendance. This waste is without doubt the smallest loss in money that the tax payer suffers from our present inefficient way of conducting the public schools. Nevertheless, the total sum lost each year from this one cause alone is so great that it should be eliminated if it can be.

As has been noted before, illness should be the only legitimate excuse for absence after a pupil enrolls. Since illness is responsible for but a very small part of the absence noted, it can almost be disregarded in this consideration.

TABLE XVI
Average Daily Loss Each Year through Failure to Attend Based on Enrollment
1913—1920
Rank: From Lowest to Highest

RANK	PUPILS	DIST.	RANK	PUPILS	DIST.	RANK	PUPILS	DIST.
1	1.4	1	41	5.7	70	81	8.1	92
2	2.	28	42	5.9	103	82	8.4	76
3	2.2	117	43	5.9	120	83	8.5	94
4	2.7	98	44	5.9	3	84	8.7	68
5	3.2	31	45	6.	33	85	8.9	73
6	3.2	108	46	6.	96	86	8.9	97
7	3.4	4	47	6.1	75	87	9.	10
8	3.4	95	48	6.2	8	88	9.	22
9	3.6	89	49	6.2	44	89	9.2	57
10	3.6	109	50	6.2	52	90	9.4	34
11	3.6	61	51	6.3	5	91	9.9	59
12	3.6	111	52	6.4	27	92	9.9	71
13	3.7	65	53	6.4	39	93	10.	85
14	3.9	84	54	6.4	45	94	10.1	83
15	3.9	115	55	6.4	87	95	10.2	72
16	4.	86	56	6.5	24	96	10.6	26
17	4.2	29	57	6.5	35	97	10.7	99
18	4.2	93	58	6.7	32	98	11.	63
19	4.2	107	59	6.7	81	99	11.5	16
20	4.4	53	60	6.7	90	100	11.6	11
21	4.4	74	61	6.9	18	101	11.6	101
22	4.6	6	62	6.9	77	102	11.7	41
23	4.6	48	63	6.9	91	103	11.7	66
24	4.9	42	64	7.1	40	104	12.5	64
25	4.9	88	65	7.1	43	105	13.	36
26	5.1	104	66	7.1	78	106	13.1	13
27	5.1	17	67	7.1	102	107	13.1	82
28	5.2	38	68	7.1	112	108	16.3	15
29	5.2	110	69	7.2	46	109	16.4	60
30	5.2	62	70	7.2	50	110	17.2	105
31	5.4	100	71	7.2	79	111	18.2	119
32	5.4	113	72	7.4	23	112	26.5	54
33	5.5	49	73	7.4	51	113	28.	12
34	5.5	58	74	7.5	106	114	28.6	2
35	5.5	116	75	7.5	114	115	51.9	9
36	5.5	20	76	7.7	56	116	65.2	19
37	5.6	14	77	7.7	80	117	75.4	69
38	5.7	21	78	8.	55	118	406.1	7
39	5.7	25	79	8.1	30			
40	5.7	67	80	8.1	47			

The foregoing table shows that there were absent from 1.4 pupils to 406.1 pupils of the respective schools' enrollments each day these schools were in session. In the latter case enough pupils of those enrolled were absent each day to provide work for 10 teachers with 40 pupils each. A more detailed study of this table is found on page 40.

TABLE XVII
Average Number of Days Attended by Each Person Enrolled
1913-20
Rank: From Lowest to Highest

Rank	Days	Dist.	Rank	Days	Dist.	Rank	Days	Dist.
1	47.8	99	41	101.3	62	81	120.	61
2	70.3	58	42	102.6	85	82	120.	101
3	72.4	102	43	102.9	110	83	120.8	63
4	7.49	73	44	103.6	20	84	121.3	43
5	85.3	89	45	103.9	87	85	121.7	41
6	86.8	31	46	104.8	77	86	121.7	75
7	86.8	112	47	104.8	94	87	122.	29
8	87.1	50	48	106.1	111	88	122.	117
9	87.2	51	49	106.3	32	89	122.1	15
10	88.1	107	50	106.3	93	90	123.4	35
11	88.8	12	51	106.8	65	91	123.9	9
12	89.9	59	52	106.9	49	92	125.2	84
13	90.2	83	53	107.4	95	93	125.5	17
14	91.3	82	54	107.5	34	94	125.7	8
15	91.5	98	55	107.9	45	95	126.2	22
16	91.8	78	56	108.3	106	96	126.3	60
17	91.9	116	57	108.6	70	97	126.4	23
18 ·	92.3	27	58	108.7	46	98	127.1	54
19	92.6	80	59	108.9	40	99	127.2	67
20	93.	72	60	109.3	55	100	127.3	47
21	93.2	74	61	109.9	13	101	127.5	4
22	93.5	71	62	111.2	48	102	127.7	116
23	93.6	10	63	111.3	33	103	128.8	24
24	93.6	103	64	111.8	6	104	129.7	11
25	94.2	100	65	111.8	36	105	129.7	118
26	94.4	66	66	112.	26	106	130.2	1
27	95.5	115	67	112.2	96	107	132.	91
28	95.8	79	68	112.3	88	108	133.6	7
29	9.61	39	69	112.3	120	109	133.9	108
30	96.6	114	70	112.6	30	110	134.7	14
31	96.8	76	71	113.6	57	111	136·1	3
32	97.2	90	72	114.	25	112	136.7	5
33	97.3	81	73	114.7	38	113	138.2	105
34	97.8	42	74	114.9	44	114	138.9	119
35	98.4	64	75	115.1	97	115	141.5	109
36	99.6	56	76	115.4	28	116	142.5	19
37	99.6	86	77	115.7	52	117	146.2	69
38	100.3	92	78	115.8	21	118	156.1	2
39	100.6	68	79	116.3	53			
40	100.7	104	80	118.6	113			

The foregoing table shows that the number of days the pupils enrolled actually attended school on an average each year, 1913-1920 inclusive, varied from 47.8 days to 156.1 days. A further study of this table is found

Summary of Average Number of Days Each Enrolled Person Attended School 1913–1920, Table XVII

In Buffalo County the number of days each pupil enrolled actually attended school was on an average as follows:

In all schools each pupil enrolled attended 160 days or less.

,, 117	,,	,,	,,	,,	,,	150	,,	,,	,,
,, 114	,,	,,	,,	,,	,,	140	,,	,,	,,
,, 105	,,	,,	,,	,,	,,	130	,,	,,	,,
,, 82	,,	,,	,,	,,	,,	120	,,	,,	,,
,, 61	,,	,,	·,	,,	,,	110	,,	,,	,,
,, 37	,,	,,	,,	,,	,,	100	,,	,,	,,
,, 12	,,	,,	,,	,,	,,	90	,,	,,	,,
,, 4	,,	,,	,,	,,	,,	80	,,	,,	,,
,, 1	,,	,·	,,	,,	,,	50	,,	,,	,,

How This Waste of Tax Payers' Money Can Be Prevented

From the above figures it follows that all the schools of Buffalo County would have produced bigger results for their respective districts and at much less cost if, instead of having school open as long as they had each year, they had first cut the length of term in the respective districts to conform with the preceding summary and then had compelled evers pupil enrolled to attend every day school was in session,

Bigger results would have produced if the length of term had been cut as here suggested and the pupls enrolled had been compelled to attend very day school was in session because the teacher would then have had the pupils of every class present every day school was in session.

As the schools were conducted, however, every pupil in the poorer schools was out of school on an average of every other day school was in session. In the best schools, every pupil was out of school on an average of more than every eighth day. Hence, as the schools were conducted, the teachers were compelled to spend a tremendous amount of time and effort to help absentees to catch up with their classes. This waste would not have been so great if all the make-up could have been done on a certain day of each week. But this was impossible, for one day one pupil was out of school and the next day another pupil was absent.

Another waste coming from this method of conducting a school results from the fact that some pupils were out of school much more of the time than were other pupils.

Hence, the pupils who came to school most regularly were penalized most heavily because they came to school most frequently.

This is true because the teacher was compelled to plan the work of the various classes in such a way that the pupils who were absent most often could keep up with the work, instead of planning the work so that the pupils who were in school most of the time would have all the work they could do.

Another waste that comes as a result of the schools being conducted as they were is the waste which results from having a part of the pupils

in one grade absent today and a part of the pupils of another grade absent tomorrow. In a district of larger size where the teacher has pupils of but one grade, this absence could be taken care of quite well by having a make-up class for that grade.

This method of dealing with the problem under our present district organization is impracticable, because the teacher already has more classes than she can handle well and this scheme would give her still more classes.

The Remedy

Hence, since this waste of time and money coming as a result of irregular attendance cannot be overcome under the present system, the remedy is to cut the length of term to the number of days the average pupil attended school and then compel every pupil enrolled to attend every day school is in session. If this were done, bigger results would have been produced even though

All districts had cut their term to 156 days or less.

117	,,	,,	,,	,,	,,	,,	150	,,	,,	,,
114	,,	,,	,,	,,	,,	,,	140	,,	,,	,,
105	,,	,,	,,	,,	,,	,,	130	,,	,,	,,
82	,,	,,	,,	,,	,,	,,	120	,,	,,	,,
61	,,	,,	,,	,,	,,	,,	110	,,	,,	,,
37	,,	,,	,,	,,	,,	,,	100	,,	,,	,,
12	,,	,,	,,	,,	,,	,,	90	,,	,,	,,
4	,,	,,	,,	,,	,,	,,	80	,,	,,	,,
1	,,	,,	,,	,,	,,	,,	50	,,	,,	,,

Waste Due To Present Organization Revealed by Attendance

In our study of the census and the enrollment it was pointed out that the maximum teaching load of a grade teacher is 30 pupils. It was noted that 65 schools had fewer than this number of children of school age in their respective districts and that in the last eight years 94 schools have not had an enrollment equal to this maximum teaching load of the grade teacher. It was also pointed out that the teaching in these country schools cannot be made efficient because the teacher must teach from four to eight grades. A study of the average daily attendance shows that 106 of the 118 schools in the county have had fewer than this maxium teaching load in school each day school was open. While it may be contended that no system of organization can maintain so great efficiency that the teacher will always have a full teaching load present in the 106 districts, yet the fact that 103 of these schools had fewer than 25 pupils in average daily attendance shows that great improvement can and ought to be made.

Consolidation Is The Remedy

Hence, while it had been noted how the school term can be shortened in all the districts without decreasing the present educational opportunities of the children and wasting the tax payer's money a larger unit of organization than the present district system, (which will make it possible to have yearly a full teaching load in attendance and a

teacher for each grade), will make for another tremendous saving to the tax payers and increase the educational opportunities of the children, even though the length of term be shortened as outlined in the preceding paragraphs.   Consolidation of districts, there- fore, would prove a real economy.

The Compulsory Attendance Law

Our study of the enrollment and average daily attendance leads us to inquire into the operation of the Compulsory Attendance Law. A more complete study of the operation of the Compulsory Attendance Law will be made in our study of the schools for the period of 1920-1921.

In this place we shall merely make a study of the inequalities resulting from the operations of the Compulsory Attendance Law as it now is and to note some of its inadequacies.

In the first place, a child living in a city or metropolitan city school district must attend school regularoly the entire time each year in which the public day schools of such school district are in session, whereas children living in school districts other than city or metropolitan city school districts is compelled to attend only 6 months each year.(1) Just why this should be so is hard to understand. Does it mean that the schools other than the city and the metropolitan city schools are so poor that no child should be compelled to attend these schools more than 9 months in the year? Does it mean that the country child should have less education than the city child? Does it mean that the economic needs of the rural family are greater than the economic needs of the city family and that, in order to help support his family, the rural child should be compelled to miss school three or four months more in the year than the city child?

In the second place, a child living in the city or metropolitan city school district must attend school until he has reached the age of 16 unless he has been graduated from high school, whereas the country child under 16 years of age is not compelled to attend school if he has finished the 8th grade.(2) Does this mean that a country child who has completed the work of the 8th grade is as well fitted for the duties of life and citizenship as is the city child who has finished the work of the city high school? If not, it is hard to see what justification exists for this part of the law.

Education statistics show that the average health of the country is poorer than the average health of the city. Hence, measured by this standard, the country child should go to school more than the city child. Again the fact that each year many more country pupils fail than pass in the 8th grade examinations is proof that country children need much more training and education than they now get.

In the next place, no child living more than three miles from school by the nearest practicable traveled road is compelled to attend school unless transportation is furnished. (2) Almost no city children in Nebraska live beyond this distance from the school whereas many country children live beyond this distance. But why a child living beyond this distance does not need education is something that cannot be explained. Hence, it

(1) *Article XIX, Section 6924 (a), 1921-2 School Laws of Nebraska,* *K-B Printing Company, Omaha.*
(2) *Article XIX, Section 6924 (c), 1921-2 School Laws of Nebraska,* *K-B Printing Company, Omaha.*

would seem that the present Compulsory Attendance Law is made so that children living in places where education is easy to be had must attend school, whereas children living in communities where educational facilities are poor are thereby permitted to grow up as Topsy did.

In the last place, a city child between 14 and 16 years of age who has finished the 8th grade may be permitted to work during days school is in session only on the condition that he attends a part-time continuation school 8 hours of each week during the entire school year. *(a)*   Since there are no continuation schools in the country districts, a country child between 14 and 16 years of age who has completed the 8th grade can go to work without being compelled to do this amount of continuation school work required of the city child.   Hence, in every particular, the present Compulsory Attendance Law operates to the benefit of the city child and to the detriment of the country child.

A study of another phase of the present Compulsory Attendance Law brings out another weakness.

If the state compels a child to attend school, it must imply that the state guarantees the best possible environment for that child during the time he is in school as well as good equipment for him to work with and the best kind of instruction under a competent teacher of the best character.

A study of our rural schools reveals the fact that many of them do not furnish these things for the children. Many districts have poor buildings, poor equipment, incompetent teachers, and in some cases teachers whose character is such that no child should be compelled to associate with them. Many instances of the above neglect on the part of the Buffalo County School districts can be pointed out. However, space permits that but one case be given.

A certain Buffalo County teacher during the term of 1920-21 sat in the rear of the room armed with a long stick in the end of which was inserted a needle. Each time a pupil in that school turned in his seat the teacher would prod him with this device of torture. In this case, what would be the duty of a parent to his children? Should he submit to the present Compulsory Attendance Law which requires every boy and girl to attend school under this "school keeper"? Should he defy the law, keep his children out of school, and risk the penalty that might be imposed upon him?

Suppose a school building is poorly heated, lighted or ventilated, what then is the duty of the parent? Suppose the desks and seats cannot be adjusted to fit the child, what shall the parent do? Suppose that proper supplies such as textbooks are not provided. Suppose that a plentiful supply of drinking water is not provided. Suppose that there are children in schools whose character is such that it will react detrimentally upon the average boy or girl.

In each of these cases what is the duty of the parent in regard to complying with the present Compulsory Attendance Law?

How The Faults of The Present Law Can Be Overcome.

Reorganization of the entire public school system so that the same educational opportunities will be available for the country child as for the city child is the only effective means of reaching the difficulties found in the present Compulsory Attendance Law. And to give to the country child the same educational opportunity as to the city child will require, as has been pointed out in the study of the census and of the enrollment, a much larger unit of school organization.

(a) Article XIX, 6924(c) pp. 100-1, 1922, School Laws Neb., K.B.P.Co. Omaha.

TABLE. XVIII
Average Daily Attendance
1920—1921
RANK: FROM LOWEST TO HIGHEST

Rank	Av.DailyAtt'nd	Dist.	Rank	Av.DailyAtt'nd	Dist.	Rank	Av.DailyAtt'nd	Dist.
1	4	71	41	11	88	81	18	26
2	5	28	42	11	89	82	18	39
3	5	46	43	11	111	83	18	57
4	6	20	44	12	29	84	19	59
5	6	52	45	12	40	85	19	95
6	6	90	46	12	55	86	20	38
7	7	45	47	12	70	87	20	64
8	7	65	48	12	80	88	20	82
9	7	79	49	12	107	89	21	65
10	7	94	50	12	114	90	21	25
11	7	112	51	13	21	91	21	35
12	7	117	52	13	68	92	22	63
13	8	1	53	13	76	93	22	101
14	8	27	54	13	83	94	23	47
15	8	44	55	13	87	95	24	85
16	8	48	56	13	96	96	25	30
17	8	49	57	13	102	97	26	34
18	8	61	58	14	3	98	28	23
19	8	74	59	14	10	99	29	18
20	8	86	60	14	53	100	29	33
21	8	98	61	14	99	101	30	36
22	8	116	62	14	66	102	30	91
23	9	4	63	15	13	103	32	16
24	9	6	64	15	17	104	36	97
25	9	50	65	15	32	105	38	41
26	9	51	66	15	43	106	43	11
27	9	58	67	15	73	107	46	60
28	9	67	68	15	78	108	51	119
29	9	84	69	15	92	109	71	15
30	9	93	70	15	100	110	76	105
31	9	103	71	15	108	111	94	54
32	9	104	72	15	113	112	120	31
33	10	62	73	16	12	113	202	9
34	10	72	74	16	14	114	247	2
35	10	77	75	16	22	115	289	19
36	10	109	76	16	106	116	390	69
37	10	110	77	17	8	117	1384	7
38	10	115	78	17	56			
39	10	120	79	17	75			
40	11	42	80	17	81			

The foregoing table shows that in 1920-21 the average daily attendance varied in the different schools from 4 to 1384. A more detailed study of this table is found on page 48.

Summary of 1920-21 Average Daily Attendance, Table XVIII

In 1920-21 the average daily attendance in the different districts ranged from 4 pupils to 1384 pupils.

100 schools had a daily attendance of less than 30 pupils.

95	"	"	"	"	"	"	"	"	25	"	.
85	"	"	"	"	"	"	"	"	20	"	.
62	"	"	"	"	"	"	"	"	15	"	.
32	"	"	"	"	"	"	"	"	10	"	.
12	"	"	"	"	"	"	"	"	8	"	.
1	"	"	"	"	"	"	"	"	5	"	.

9 schools had a daily attendance of more than 70 pupils.

5	"	"	"	"	"	"	"	"	200	"	.
2	"	"	"	"	"	"	"	"	300	"	.
1	"	"	"	"	"	"	"	"	1300	"	.

A Comparative Study of The Average Daily Attendance

	1913-20	1920-21
No. of schools with a daily attendance of less than 30	106	100
" " " " " " " " " " 25	103	95
" " " " " " " " " " 20	90	85
" " " " " " " " " " 15	72	62
" " " " " " " " " " 10	36	32
" " " " " " " " " " 8	18	12
" " " " " " " " " " 5	2	1
No. of schools with a daily attendance of more than 70	5	9
" " " " " " " " " " 200	4	5
" " " " " " " " " " 300	2	2
" " " " " " " " " " 1300	1	1

Total average daily attendance in all the schools	4060.4	4507.
Average daily attendance in each school	34.4	38.5
Median daily attendance in all schools	13.2	14.
Per cent increase in average daily attendance in all schools	10.9	per cent
Per cent increase in average daily attendance in each school	11.9	per cent
Per cent increase in median average daily attendance	6.	per cent

TABLE XIX
Per Cent of Census In Average Daily Attendance
1920—1921
Rank: From Lowest to Highest

Rank	Per Cent	Dist.	Rank	Per Cent	Dist.	Rank	Per Cent	Dist.
1	19.3	52	41	46.4	87	81	60.	13
2	20.	46	42	46.6	21	82	60.	85
3	21.4	51	43	46.6	26	83	60.	97
4	22.2	61	44	47.2	56	84	60.	100
5	23.5	71	45	47.6	62	85	60.7	81
6	26.9	99	46	47.7	5	86	61.1	107
7	30.	45	47	48.1	76	87	61.2	59
8	32.	44	48	48.2	53	88	61.4	12
9	32.2	109	49	48.8	35	89	62.9	75
10	32.6	67	50	48.9	113	90	64.5	82
11	33.3	48	51	50.	10	91	65.	68
12	34.2	83	52	50.	86	92	65.2	108
13	34.7	27	53	50.	94	93	65.3	16
14	35.7	28	54	50.	102	94	65.6	25
15	36.8	79	55	50.1	119	95´	66.1	117
16	37.2	22	56	50.9	20	96	66.6	91*
17	38.	49	57	50.9	23	97	67.4	33
18	38.7	55	58	51.9	101	98	68.1	73
19	38.8	112	59	52.1	98	99	68.2	38
20	39.3	90	60	52.3	42	100	70.9	110
21	39.7	114	61	52.3	88	101	71.4	78
22	40.	74	62	52.5	14	102	73.6	66
23	40.5	43	63	52.7	17	103	73.7	105
24	41.8	36	64	53.3	106	104	75.4	11
25	42.1	1	65	53.8	65	105	76.7	2
26	42.4	3	66	53.8	115	106	76.9	77
27	42.8	64	67	54.	92	107	79.4	18
28	42.8	80	68	54.1	34	108	80.6	15
29	43.	84	69	54.3	116	109	81.8	39
30	43.1	63	70	55.8	8	110	83.6	60
31	43.4	120	71	56.2	58	111	84.6	89
32	43.8	104	72	56.2	93	112	85.	54
33	43.9	57	73	56.6	50	113	86.8	95
34	44.8	96	74	57.1	29	114	90.3	41
35	45.	103	75	57.1	40	115	91.5	19
36	45.4	72	76	57.6	32	116	93.9	9
37	45.8	111	77	58.1	6	117	95.4	69
38	46.	47	78	58.8	7			
39	46.1	70	79	58.8	31			
40	46.2	30	80	60.	4			

The foregoing table shows that in 1920-21 the per cent of the census in school each day school was in session varied in the different districts from 19.3 per cent to 95.4 per cent. A further study of this table is found on page 50.

* Consolidated District No. 1.

Summary of Per Cent of Census In Daily Attendance, 1920-21
TABLE XIX

113 districts	had	less	than	90	per	cent	of	census	present	each	day.
111	"	"	"	85	"	"	"	"	"	"	"
107	"	"	"	80	"	"	"	"	"	"	"
103	"	"	"	75	"	"	"	"	"	"	"
99	"	"	"	70	"	"	"	"	"	"	"
90	"	"	"	65	"	"	"	"	"	"	"
79	"	"	"	60	"	"	"	"	"	"	"
69	"	"	"	55	"	"	"	"	"	"	"
50	"	"	"	50	"	"	"	"	"	"	"
34	"	"	"	45	"	"	"	"	"	"	"
21	"	"	"	40	"	"	"	"	"	"	"
13	"	"	"	35	"	"	"	"	"	"	"
6	"	"	"	30	"	"	"	"	"	"	"
5	"	"	"	25	"	"	"	"	"	"	"
1	"	"	"	20	"	"	"	"	"	"	"

A Comparative Study of The Per Cent of Census in Daily Attendance

												1913-20	1920 21
Schools	with	less	than	90	per	cent	of	census	present	daily		118	113
"	"	"	"	85	"	"	"	"	"	"		117	111
"	"	"	"	80	"	"	"	"	"	"		116	107
"	"	"	"	75	"	"	"	"	"	"		115	103
"	"	"	"	70	"	"	"	"	"	"		113	99
"	"	"	"	65	"	"	"	"	"	"		109	90
"	"	"	"	60	"	"	"	"	"	"		102	79
"	"	"	"	55	"	"	"	"	"	"		94	69
"	"	"	"	50	"	"	"	"	"	"		74	50
"	"	"	"	45	"	"	"	"	"	"		46	34
"	"	"	"	40	"	"	"	"	"	"		25	21
"	"	"	"	35	"	"	"	"	"	"		8	13
"	"	"	"	30	"	"	"	"	"	"		4	6
"	"	"	"	25	"	"	"	"	"	"		1	5
"	"	"	"	20	"	"	"	"	"	"		0	1

Per cent of total census in average daily attendance	57.1	62.3
Per cent of median census in average daily attendance	46.65	52.1

TABLE XX

Loss Due to Failure to Attend Daily, Based on Census
1920-1921,

Rank: From Lowest to Highest

Rank	Loss	Dist.	Rank	Loss	Dist.	Rank	Loss	Dist.
1	2.	98	41	11.	62	81	17.5	67
2	2.9	95	42	11.	81	82	18.5	69
3	3.	77	43	11.	82	83	18.9	113
4	4.	39	44	11.	103	84	19.	3
5	5.	66	45	11.	112	85	19.	55
6	5.4	20	46	11.4	84	86	19.	56
7	6.	4	47	12.	59	87	19.	99
8	6.	29	48	12.	72	88	20.	13
9	6.	65	49	12.	74	89	20.	46
10	6.	78	50	12.	79	90	20.2	101
11	6.1	110	51	12.4	92	91	20.8	26
12	6.3	41	52	13.	9	92	21.	109
13	6.5	50	53	13.	49	93	21.9	104
14	6.7	6	54	13.	71	94	22.	34
15	6.7	98	55	13.	102	95	22.	35
16	7.	18	56	13.	111	96	22.	43
17	7.	31	57	13.	120	97	22.9	114
18	7.	58	58	13.7	8	98	23.	5
19	7.	68	59	13.7	17	99	23.	57
20	7.	73	60	14.	10	100	24.	64
21	7.	93	61	14.	11	101	24.	97
22	7.	94	62	14.	33	102	25.	52
23	7.	107	63	14.	45	103	25.	83
24	7.1	117	64	14.	70	104	26.	19
25	7.3	116	65	14.	76	105	27.	23
26	8.	86	66	14.	106	106	27.	47
27	8.	108	67	14.4	21	107	27.	105
28	8.3	115	68	14.5	53	108	27.6	22
29	9.	28	69	14.7	14	109	28.	61
30	9.	40	70	15.	27	110	29.	30
31	9.	60	71	15.	87	111	29.	63
32	9.2	38	72	15.	91	112	33.	51
33	9.7	90	73	15.6	54	113	39.7	12
34	10.	42	74	16.	84	114	41.3	36
35	10.	75	75	16.	80	115	51.3	119
36	10.	88	76	16.	85	116	75.	2
37	10.	100	77	16.	96	117	966.	7
38	11.	1	78	17.	15			
39	11.	25	79	17.	16			
40	11.	32	80	17.	44			

This table shows that in 1920-21 the schools in the different districts had from 2 pupils to 966 pupils of school age out of school each day school was in session. A further study of this table is found on page 65.

Summary of Daily Loss Through Failure to Attend, Based on Census
1920-21 TABLE XX

In 1920-21 each day school was in session—

113	schools	had	5	or more	pupils	of school	age	absent.	
84	"	"	10	"	"	"	"	"	"
48	"	"	15	"	"	"	"	"	"
30	"	"	20	"	"	"	"	"	"
16	"	"	25	"	"	"	"	"	"
6	"	"	30	"	"	"	"	"	"
3	"	"	50	"	"	"	"	"	"
1	"	"	900	"	"	"	"	"	"

A Comparative Study of The Daily Loss Through Failure to Attend Daily, Based on Census

									1913-20	1920-21
Schools	having	5	or more	census	pupils	absent	daily		117	113
"	"	10	"	"	"	"	"	"	103	84
"	"	15	"	"	"	"	"	"	60	48
"	"	20	"	"	"	"	"	"	35	30
"	"	25	"	"	"	"	"	"	16	16
"	"	30	"	"	"	"	"	"	7	6
"	"	50	"	"	"	"	"	"	5	3
"	"	100	"	"	"	"	"	"	2	1
"	"	900	"	"	"	"	"	"	1	1

Summary of Per Cent of Enrollment in Average Daily Attendance
1920-21   Table XXI   (On the following page.)

115	districts	had	less than	95	per cent	of enrollment	present	each	day	
105	"	"	"	"	90	"	"	"	"	"
93	"	"	"	"	85	"	"	"	"	"
69	"	"	"	"	80	"	"	"	"	"
48	"	"	"	"	75	"	"	"	"	"
35	"	"	"	"	70	"	"	"	"	"
24	"	"	"	"	65	"	"	"	"	"
14	"	"	"	"	60	"	"	"	"	"
6	"	"	"	"	55	"	"	"	"	"
3	"	"	"	"	50	"	"	"	"	"
1	"	"	"	"	40	"	"	"	"	"

A Comparative Study of The Per Cent of Enrollment in Average Daily Attendance

										1913-20	1920-21
Schools	with	less than	95	per cent	enrollment	present	each	day		118	115
"	"	"	90	"	"	"	"	"	"	118	105
"	"	"	85	"	"	"	"	"	"	117	93
"	"	"	80	"	"	"	"	"	"	113	69
"	"	"	75	"	"	"	"	"	"	97	48
"	"	"	70	"	"	"	"	"	"	76	35
"	"	"	65	"	"	"	"	"	"	52	24
"	"	"	60	"	"	"	"	"	"	22	14
"	"	"	55	"	"	"	"	"	"	7	6
"	"	"	50	"	"	"	"	"	"	3	3
"	"	"	40	"	"	"	"	"	"	1	1
"	"	"	35	"	"	"	"	"	"	1	0

Per cent of total enrollment in average daily attendance   73.3   78.1

Per cent of median   "   "   "   "   "   66.2   76.9

TABLE XXI
Per Cent of Enrollment In Average Daily Attendance
1920—1921
Rank: From Lowest to Highest

Rank	Per Cent	Dist.	Rank	Per Cent	Dist.	Rank	Per Cent	Dist.
1	38.8	99	41	71.2	104	81	81.8	39
2	47.	42	42	71.4	28	82	81.8	58
3	47.	49	43	71.4	43	83	82.1	47
4	50.	52	44	71.4	73	84	82.1	26
5	52.	83	45	71.9	114	85	82.7	69
6	52.5	90	46	73.1	13	86	82.7	110
7	56.	66	47	73.8	119	87	83.3	62
8	57.1	44	48	73.9	81	88	83.3	91
9	57.1	71	49	75.	32	88	83.3	100
10	57.1	74	50	75.	40	90	83.8	9
11	57.1	82	51	75.	51	91	83.8	41
12	58.3	112	22	75.	78	92	84.1	54
13	58.8	72	53	75.	93	93	84.6	111
14	59.3	59	54	75.	103	94	85.7	55
15	60.4	34	55	76.1	106	95	85.7	70
16	61.5	27	56	76.2	7	96	86.4	16
17	61.5	48	27	76.4	102	97	86.5	8
18	61.5	61	58	76.5	97	98	86.6	96
19	61.5	86	59	76.9	31	99	86.7	12
20	62.	57	60	76.9	120	100	86.7	60
21	62.5	46	61	77.2	50	101	86.9	2
22	62.5	77	62	77.7	10	102	87.	116
23	64.2	4	63	77.7	65	103	87.8	33
24	64.7	88	64	77.7	79	104	88.	19
25	65.	87	65	78.1	84	105	88.8	1
26	65.3	67	66	78.6	113	106	90.	17
27	65.6	22	67	78.9	108	107	90.	21
28	66.6	23	68	79.4	18	108	91.3	5
29	66.6	29	69	79.5	95	109	91.3	25
30	66.6	109	70	80.	20	110	91.3	35
31	66.6	45	71	80.	85	111	91.6	89
32	66.6	64	72	80.6	15	112	91.6	107
33	67.5	36	73	80.6	30	113	93.	6
34	68.4	68	74	80.8	115	114	83.3	3
35	68.4	76	75	80.9	56	115	93.4	11
36	70.	94	76	80.9	75	116	95.6	63
37	70.3	101	77	81.1	92	117	99.	38
38	70.5	80	78	81.1	98			
39	70.8	14	79	81.7	105			
40	71.	53	80	81.7	117			

The foregoing table shows that in 1920-21 the per cent of the enrollment in average daily attendance varied in the different districts from 38.8 per cent to 99 per cent. A more detailed discussion of this table is found on

TABLE XXII
Average Daily Loss Through Failure to Attend
Based on Enrollment
1920—1921

RANK: FROM LOWEST TO HIGHEST

Rank	Loss	Dist.	Rank	Loss	Dist.	Rank	Loss	Dist
1	.2	38	41	3.1	117	81	6.	81
2	.7	6	42	3.4	92	82	6.	85
3	1.	1	43	3.8	26	83	6.	88
4	1.	3	44	4.	10	84	6,	91
5	1.	63	45	4.	29	85	6.7	14
6	1.	89	46	4.	33	86	6.9	104
7	1.	107	47	4.	39	87	7.	18
8	1.3	116	48	4.	40	88	7.	60
9	1.4	20	49	4.	56	89	7.	72
10	1.4	21	50	4.	75	90	7.	87
11	1.7	17	51	4.	102	91	8.6	22
12	1.7	98	52	4.	108	92	9.	49
13	2.	5	53	4.5	67	93	9.	64
14	2.	25	54	4.9	95	94	9.2	101
15	2.	· 28	55	4.9	113	95	9.7	12
16	2.	35	56	5.	4	96	11.	13
17	2.	55	57	5.	16	97	11.	57
18	2.	58	58	5.	27	98	11.	66
19	2.	62	59	5.	32	99	11.	97
20	2.	65	60	5.	47	100	11.	99
21	2.	70	61	5.	48	101	11.3	41
22	2.	79	62	5.	61	102	12.	42
23	2.	96	63	5.	78	103	12.	83
24	2.	111	64	5.	80	104	13.	59
25	2.3	115	65	5.	86	105	14.	23
26	2.4	84	66	5.	106	106	14.3	36
27	2.5	50	67	5.	109	107	15.	82
28	2.7	8	68	5.	112	108	16.6	54
29	3.	11	69	5.5	53	109	17.	5
30	3.	31	70	5.7	90	110	17.	34
31	3.	45	71	5.9	114	111	17.	105
32	3.	46	72	6.	30	112	18.3	119
33	3.	51	73	6.	43	113	37.	2
34	3.	71	74	6.	44	114	38.	19
35	3.	93	75	6.	52	115	39.	9
36	3.	94	76	6.	68	116	81.5	69
37	3.	100	77	6.	73	117	430	7
38	3.	103	78	6.	74			
39	3.	120	79	6.	76			
40	3.1	110	80	6.	77			

The foregoing table shows that in 1920-21 each day school was in session from 0.2 pupils to 430 pupils enrolled were absent in the respective districts. A more complete analysis of this table is found on page 55.

Summary of Daily Loss Through Failure to Attend Based on Enrollment 1920-21, TABLE XXII

Each day school was in session:

89	schools	counted	absent	each	day	3	or	more	pupils enrolled
62	"	"	"	"	"	5	"	"	"
27	"	"	"	"	"	8	"	"	"
22	"	"	"	"	"	10	"	"	"
11	"	"	"	"	"	15	"	"	"
5	"	"	"	"	"	25	"	"	"
2	"	"	"	"	"	75	"	"	"
1	"	"	"	"	"	400	"	"	"

A Comparative Study of Daily Loss Through Failure to Attend Daily Based on Enrollment

									1913-20	1920-21
Schools counting absent each day			3	or more pupils enrolled					114	89
"	"	"	5	"	"	"	"	"	93	62
"	"	"	8	"	"	"	"	"	41	27
"	"	"	10	"	"	"	"	"	26	22
"	"	"	15	"	"	"	"	"	11	11
"	"	"	25	"	"	"	"	"	7	5
"	"	"	50	"	"	"	"	"	4	2
"	"	"	65	"	"	"	"	"	3	2
"	"	"	75	"	"	"	"	"	2	2
"	"	"	400	"	"	"	"	"	1	1

Summary of Number of Days Attended by Each Person Enrolled (Table XXIII, on following page)

In 1920-21, the number of days each pupil enrolled actually attended school was on an average as follows:

In all schools	each	pupil	enrolled	attended		170	days	or	less
" 114	"	"	"	"	"	160	"	"	"
" 100	"	"	"	"	"	150	"	"	"
" 81	"	"	"	"	"	140	"	"	"
" 70	"	"	"	"	"	130	"	"	"
" 47	"	"	"	"	"	120	"	"	"
" 28	"	"	"	"	"	110	"	"	"
" 17	"	"	"	"	"	100	"	"	"
" 10	"	"	"	"	"	90	"	"	"
" 5	"	"	"	"	"	80	"	"	"
" 1	"	"	"	"	"	60	"	"	"

A Comparative Study of The Number of Days Each Pupil Enrolled Actually Attended School

DAYS ATTENDED BY EACH PUPIL ENROLLED	NUMBER OF SCHOOLS	
	1913-20	1920-21
170 days or less	118	117
160 " " "	118	114
150 " " "	117	100
140 " " "	114	81
130 " " "	105	70
120 " " "	82	47
110 " " "	61	28
100 " " "	37	17
90 " " "	12	10
80 " " "	4	5
60 " " "	1	1
50 " " "	1	0

TABLE XXIII
Average Number of Days Attended by Each Person Enrolled
1920-1921
Rank: From Lowest to Highest

Rank	Days	Dist.	Rank	Days	Dist.	Rank	Days	Dist.
1	54.4	99	41	118.1	36	81	140.	10
2	74.3	49	42	118.5	78	82	140.8	21
3	76.1	106	43	118.7	97	83	141.1	15
4	76.5	42	44	119.2	103	84	141.9	30
5	79.4	74	45	119.2	120	85	142.1	108
6	81.1	90	46	120.	32	86	142.5	91
7	82.1	83	47	120.	51	87	143.9	89
8	89.	52	48	120.8	102	88	144.5	47
9	89.1	82	49	121.1	84	89	145.	9
10	89.6	66	50	121.7	68	90	145.1	6
11	91.	112	51	122.	50	91	145.4	105
12	91.4	71	52	122.5	94	92	145.6	25
13	95.	59	53	122.9	65	93	145.6	26
14	95.3	27	54	123.3	114	94	145.7	75
15	96.1	34	55	125.	28	95	145.7	107
16	97.1	61	56	125.1	113	96	145.9	41
17	98.7	46	57	125.4	56	97	146.	92
18	100.5	72	58	126.	58	98	147.1	117
19	101.7	44	59	126.4	53	99	148.1	54
20	103.8	31	60	126.4	73	100	148.9	69
21	104.6	45	61	126.5	101	101	150.5	8
22	105.	109	62	127.1	40	102	150.8	16
23	106.	76	63	127.2	20	103	151.7	55
24	107.6	86	64	127.2	85	104	152.4	35
25	108.3	48	65	127.2	119	105	152.6	12
26	108.6	57	66	127.3	98	106	152.7	60
27	108.8	79	67	127.5	14	107	153.	2
28	109.	80	68	128.5	43	108	153.2	19
29	110.3	77	69	129.3	115	109	155.4	3
30	114.	104	70	129.7	93	110	156.	96
31	114.5	88	71	130.2	13	111	157.5	17
32	115.6	67	72	130.7	110	112	158.2	1
33	115.7	4	73	130.9	39	113	158.8	5
34	116.1	95	74	131.6	100	114	159.9	111
35	116.7	81	75	132.	70	115	164.9	11
36	116.7	22	76	132.5	62	116	166.3	38
37	117.	87	77	132.7	7	117	169.3	63
38	118.	23	78	137.5	116			
39	118.	29	79	137.9	33			
40	118.	64	80	138.1	18			

The foregoing table shows that on an average each pupil enrolled actually attended school in the different districts from 54.4 days to 169.3 days each year. A further summary of this table is given on page 55.

Summary of The Facts Revealed by The Comparative Study of The Average Daily Attendance

The preceding comparative study of the Average Daily Attendance indicates that the Average Daily Attendance is increasing for the county as a whole, but decreasing in many individual schools. Likewise, the study shows that there is an increase in the per cent of Census in Average Daily Attendance. The study also shows that there is an increase in the per cent of Enrollment in Average Daily Attendance. But while the study shows there has been an increase in the Average Daily Attendance, taking the county as a whole, yet, it also shows that even with this increase, the Average Daily Attendance is far below what it should be.

Hence, the waste pointed out in our analysis of the Average Daily Attendance of the period 1913-20 is equally true today. Consequently, the one big thing that our study of the Census, Enrollment, and the Average Daily Attendance has revealed is the fact that as our schools are now conducted they are most wasteful in both time and money.

This waste is so great that if a good business man were given charge of the schools he would immediately change the present system of school organization o conform with sound business principles.

How The Compulsory Attendance Law Worked in 1920-1921.

A study of the pupils subject to the Compulsory Attendance Law as set forth in the Directors' Annual Reports and of the pupils who complied with the Compulsory Attendance Law as set forth in the Teachers' Term Summaries filed at the end of the school term revealed the following facts:

1. Twenty-five districts, or 21.1 per cent of all districts, failed to report in the Director's Annual Report the number of children in the district subject to the Compulsory Attendance Law.

2. The teachers of six districts, or of 5 per cent of all districts, failed to report the number of children in the district subject to the Compulsory Attendance Law who complied with the law.

3. In only 13 districts, or 11 per cent of all districts, the reports indicate that the exact number of children subject to the Compulsory Attendance Law complied with the law.

4. In 17 districts, or 14.4 per cent of all districts, the teachers' reports show that more children subject to the Compulsory Attendance Law complied with the law than the Directors Annual Reports indicate were in the district. From this fact but one of two conclusions can be drawn.

Either the teachers made incorrect reports or else the directors failed to find and report all children subject to the Compulsory Attendance Law

5. In 57 distrits, or 48.3 per cent of all districts, the Directors' Annual Reports show that there were more children in the district subject to the Compulsory Attendance Law than the teachers' reports show complied with the law.

Here is evidence which proves that the present Compulsory Attendance Law, inadequate as it now is, is not enforced.

Buffalo County Teachers Certificates Held

Reports filed by 105 teachers at the beginning of the school year 1920-21 show that teachers in 105 one-teacher schools held certificates as follows:

Number of teach-ers reporting	Per Cent of teach-ers so reporting	Certificate Held
4	3.8	Not given
6	5.7	Emergency
2	1.9	Elementary Rural
65	61.8	SecondGradeCounty
-20	19.	First Grade County
4	3.8	Elementary State
4	3.8	Life

Similar reports filed by teachers teaching in two-teacher schools or larger schools show that certificates as follows were held by 19 such teachers reporting:

Number of teach-ers reporting	Per Cent of teach-ers so reporting	Certificates Held
1	5.2	Elementary Rural
8	42.1	Second Grade Co.
6	31.5	First Grade Co.
4	21.	Elementary State

Amount of Normal Training These Teachers Have Had

A special report, filed at the beginning of the school year 1920-21 by 105 teachers teaching in one-teacher schools, shows that these teachers had had the following amount of training:

Number of teach-ers reporting	Per cent of teach-ers so reporting	Amount of Normal Training
11	10.4	Not given.
2	1.9	Required Amount.
1	.9	Part requirement
1	.9	A Course
1	.9	Several weeks.
1	.9	?
4	3.8	Less than 8 weeks.
15	14.2	8 weeks
7	6.6	More than 8 weeks Less than 16 weeks
6	5.7	16 weeks
12	11.4	More than 16 weeks Less than 36 weeks
8	7.6	36 weeks Less than 72 weeks.
7	6.6	More than 36 weeks
22	20.9	72 weeks
6	5.7	Less than 72 weeks More than 144 weeks
1	.9	144 weeks.

Similar reports filed by teachers teaching in two-teacher schools or larg-

er schools show that 19 such teachers reporting had had Normal Training as follows :

Number of teach- ers reporting	Per cent of teach- ers so reporting	Amount of normal Training
2	10.5	Not given.
1	5.3	Required amount
6	31.5	8 weeks
1	5.3	12 weeks
1	5.3	18 weeks
3	15.7	44 weeks
4	21.	72 weeks
1	5.3	108 weeks

Experience These Teachers Have Had

In the same report filed at the beginning of the school year 1920-21, the 105 teachers teaching in one-teacher schools report the following amount of experience:

Number of teach- ers reporting.	Per cent of teach- ers so reporting,	Amount of Experience
8	7.6	Not given
14	13.3	None
20	19.	Less than 9 months.
9	8.5	9 months.
15	14.2	More than 9 months. Less than 18 months
13	12.3	From 18 to 36 months
9	8.5	37 months to 60 months
5	4.7	61 " " 85 "
1	.9	135 months
1	.9	400 months
2	1.9	2 years
5	4.7	From 5 years to 10 years
3	2.8	" 12 " " 15 "

Similar reports filed by teachers teaching in two-teacher schools or larger schools show that 19 such teachers reporting had had experience as follows:

Number of teach- ers reporting	Per cent of teach- ers so reporting	Amount of Experience
3	15.8	None
1	5.2	Less than 9 months
2	10.5	9 months
2	10.5	More than 9 months Less than 18 months
4	21.	From 18 to 36 months
1	5.2	" 37 " 60 "
1	5.2	" 61 " 85 "
1	5.2	2 years
1	5.2	3 years
1	5.2	8 years
1	5.2	12 years
1	5.2	"Many months"

Teachers' Length of Service in The Same District

From such sources as are available, it is found that 24 teachers in the one-teacher schools were teaching their second term or more in the same district in 1920-21, This will indicate that more than 75 per cent of the one-teacher schools were being taught by new teachers in 1921.

The same sources indicate that in the two-teacher schools or larger schools 10 teachers were teaching their second term or more in the same district in 1920-21. This would seem to indicate that almost a half of the teachers in schools larger than one-teacher schools serve a longer time in the same district than do teachers in the one-teacher school.

Do The Teachers Attend Institute?

In the special reports filed by the teachers of one-teacher schools at the beginning of the school year 1920-21, 9 do not state whether or not they attend institute; 3 report that they did not attend institute, while all the others report that they did attend institute. Two teachers attended institute in other counties than Buffalo County.

Of teachers in two-teacher schools and larger, 3 did not state in the special report whether or not they attended institute. All others attended institute in Buffalo County.

Are The Rural Teachers of Buffalo County Well Qualified?

The foregoing facts concerning rural teachers of Buffalo County seem to indicate:

1. That the great majority of rural teachers are almost untrained. This is shown by the fact that almost none of the rural teachers hold certificates indicating any professional training worth mentioning. This fact is further brought out in the study of the amount of Normal Training these teachers have had. Of the teachers in one-teacher schools, 61 or 57.6 per cent of these teachers, had had less than one year of Normal Training while the teachers in two-teacher schools and larger schools, 11, or 57.9 per cent of these teachers, had had less than one year of Normal Training.

2. That the length of time that the average person serves in the teaching capacity is relatively short, for of those teaching in the one-teacher schools, 51 or 48.4 per cent of these teachers, had had one year or less than one year of experience, and 66 of the teachers, or 62.6 per cent had had less than two years of experience. Of the teachers in two-teacher schools and larger schools, 6, or 31.5 per cent had had one year or less experience. Eight or 41.5 per cent of these teachers, had had less than two years of experience.

3. That in the one-teacher schools, three-fourths of the teachers are new in the district each year. In the two-teacher schools and larger schools, more than half the teachers are new in the district each year.

This Study of the Teachers' Qualifications Shows

1. That all the rural districts suffered a big loss in time and money due to the frequent changes in the teaching personnel.

2. That nearly all the rural districts suffered a much greater loss in time and money because their schools were taught by almost totally untrained teachers.

3. That the education of nearly all the rural teachers consisted almost entirely of memorized facts.* Hence, these teachers' conception of the teaching process is that it consists of making children "learn facts". This accounts for the almost universally low estimate placed upon education and it also accounts for the next conclusion to be drawn from our study of the teachers' qualifications.

4. That the school boards and the people in general hold the mistaken belief that "pretty near anybody can learn kids".

At this time it is well to recall that in our study of the school term on page 7, it was pointed out that

"Educators today are agreed that the purpose of public education is fourfold: first, to secure and maintain perfect health; second, to give the individual ability to do his work better; third, to make the individual a more effective citizen; and, fourth, to teach the individual the most wholesome use of leisure time."

The study of the teachers' qualifications immediately preceding show beyond the peradventure of a doubt that this conception of education is almost wholly unknown by the rural teachers, school boards, and patrons of Buffalo County. Proof that such is the fact is offered in the following study of the buildings in which the rural teachers of Buffalo County work, the condition of these buildings, the equipment provided, and the work that is expected of the rural teachers.

Many instances can be given of students without any previous knowledge of a subject cramming on that subject for a few days and passing with a high grade a county examination as stipulated in the law quoted below.

In a certain three-day institute held during the summer of 1921 were five teachers who because of inability to do the work, had been compelled to drop out of high school before finishing the tenth grade. Each of these people took the teachers' examinations prescribed in the law below and has been teaching ever since.

* Approximately 70 per cent of the rural teachers held a second grade county certificate or less. The 1921-22 School Laws of Nebraska, K-B Printing Co., Omaha, Nebraska, Article XIII, Section II, pages 76-77 says: "A second grade county certificate may be issued to any person who has had eight weeks of normal training in a normal school or college and upon passing a state examination in orthography, reading, penmanship, geography, mental and written arithmetic, physiology and hygiene, English grammar, English composition, United States History, civil government, drawing, theory and art of teaching, bookkeeping, and the elements of agriculture with a general average of not less than 80 per cent in all subejcts and with no grade below 70 per cent."

TABLE XXV
Value of Schoolhouse
1920—1921

RANK: FROM LOWEST TO HIGHEST

Rank	Value	Dist.	Rank	Value	Dist.	Rank	Value	Dist.
1	150.	20	41	600.	85	81	1400.	30
2	300.	26	42	600.	97	82	1400.	66
3	300.	48	43	600.	102	83	1500.	3
4	300.	52	44	600.	103	84	1500,	5
5	300.	83	45	600.	113	85	1500.	49
6	300.	87	46	650.	35	86	1500.	63
7	300.	115	47	700.	45	87	1500.	88
8	300.	116	48	700.	62	88	1500.	106
9	350.	117	49	700.	64	89	1600.	13
10	400.	18	50	700.	82	90	1600.	32
11	400.	39	51	700.	100	91	2000.	36
12	400.	42	52	700.	108	92	2000.	47
13	400.	86	53	700.	110	93	2000.	60
14	400.	114	54	750.	75	94	2000.	101
15	450.	98	55	800.	33	95	2100.	71
16	500.	25	56	800.	53	96	2400.	10
17	500.	27	57	800	73	97	2433.	93
18	500.	58	58	800.	94	98	2500.	12
19	500.	72	59	800.	107	99	2500.	16
20	500.	74	60	800.	111	100	3000.	22
21	500.	76	61	900.	34	101	3000.	54
22	500.	80	62	900.	59	102	3200.	67
23	500.	84	63	900.	70	103	3500.	21
24	500.	89	64	900.	109	104	3500.	92
25	500.	90	65	1000.	4	105	4500.	41
26	500.	95	66	1000.	6	106	4500.	57
27	500.	99	67	1000.	28	107	5000.	105
28	500.	112	68	1000.	43	108	5000.	119
29	550.	61	69	1000.	50	109	7000.	14
30	550.	65	70	1000.	77	110	10000.	8
31	600:	1	71	1000.	79	111	10000.	11
32	600.	24	72	1000.	96	112	12000.	15
33	600,	31	73	1000.	104	113	12000.	91
34	600.	44	74	1000.	120	114	13000.	9
35	600.	51	75	1200.	17	115	15000.	69
36	600.	55	76	1200.	23	116	25000.	19
37	600.	56	77	1200.	29	117	30000.	2
38	600.	68	78	1200.	38	118	320000	7
39	600.	78	79	1200.	40			
40	600.	81	80	1200.	46			

This table shows that according to the estimates of the respective school boards the value of the school houses in Buffalo County in 1921 ranged from $150 in one district to $320,000 in the largest. A further consideration of the facts set forth in this table is found on page 63.

School Houses of Buffalo County
Summary of Table XXV

The value of the school houses in Buffalo County in 1921 as estimated by the school boards of the respective districts varied from $150 in one district to $320,000 in the largest district.

In	109	districts	the	school	houses	were	valued	atless	than	$7,100	each
"	108	"	"	"	"	"	"	"	"	"	5,100	"
"	104	"	"	"	"	"	"	"	"	"	3,550	"
"	100	"	"	"	"	"	"	"	"	"	3,100	"
"	99	"	"	"	"	"	"	"	"	"	2,510	"
"	94	"	"	"	"	"	"	"	"	"	2,100	"
"	88	"	"	"	"	"	"	"	"	"	1,510	"
"	80	"	"	"	"	"	"	"	"	"	1,210	"
"	64	"	"	"	"	"	"	"	"	"	1,000	"
"	53	"	"	"	"	"	"	"	"	"	750	"
"	45	"	"	"	"	"	"	"	"	"	650	"
"	28	"	"	"	"	"	"	"	"	"	550	"
"	14	"	"	"	"	"	"	"	"	"	450	"
"	8	"	"	"	"	"	"	"	"	"	350	"
"	1	"	"	"	"	"	"	"	"	"	151	"

If, in considering the above facts, one thinks of the cost of a new Ford he can not but smile. The above table shows that the school houses of many Buffalo County districts are worth less than the price of a new Ford.

Condition of School Buildings

One hundred thirty-nine teachers reported the condition of their respective school houses as follows:

Number of teachers reporting	Condition of building
1	Not given
1	Very poor
30	Poor
56	Fair
48	Good
1	Fine
2	Excellent

The Walls of The School Houses

Teachers of 106 one-teacher schools and of 7 larger schools reported the condition of the walls of their respective school houses as follows:

	One-teacher Schools	Schools larger than one-teacher schools
Clean	63	8
Not clean	23	3
Fairly clean	18	2
No report	2	2

Window Shades

The same teachers report condition of window shades in their respective school houses as follows:

	One-teacher Schools	Schools larger than one-teacher schools
No window shades	3	1
Poor	27	3
Fair	30	1
Good	33	7
Excellent	7	2
No report	6	0

Pictures on Walls of School Houses

The following teachers likewise report as follows concerning pictures on the walls of their school houses:

	One-teacher schools	Schools larger than one-teacher schools
Number of schools with pictures on walls	67	9
" " " " no " " "	39	5

Are There Enough Black Boards in The School Houses?

The same teachers report as to the amount of black board space in the respective school buildings as follows:

	One-teacher schools	Schools larger than one teacher schools
Plenty of black boards	79	15
Not enough " "	26	0
No Report	1	0

Are There Enough Wall Maps in The School Houses?

The following reports were given by the same teachers as to the wall maps found in the respective school houses:

	One teacher schools	Schools larger than one-teacher schools.
Plenty of wall maps	54	9
Not enough wall maps	48	5
No Report	4	1

Are Wall Clocks Found in the Respective School Houses?

The same teachers report as follows concerning wall clocks in the respective school houses:

	One-teacher schools	School larger than one-teacher schools
Number of school rooms having clocks	53	9
" " " " not " "	52	5
No report	1	1

Are the School Houses Provided With Globes?

From the same teachers' reports it is found that schoolrooms are equipped with globes as follows:

	One-teacher schools	Schools larger than one-teacher schools
Schoolrooms equipped with globes	75	11
" not " " "	28	3
No report	3	1

Are Single Seats Found in All School Buildings?

From a study of the same teachers' reports it is found that the kind of seats provided in the respective school houses are as follows

	One-teacher schools	Schools larger than one-teacher schools
Schoolrooms equipped with single seats	53	13
" not " " ' "	47	2
No report	1	0

Are School Rooms Equipped With Good Stoves?

The reports of these teachers thow that the schoolrooms are equipped with the following stoves:

	One-teacher schools	Schools larger than one-teacher schools
Schoolrooms equipped with good stoves	68	4
" not " " " "	19	2
" " " " fair "	6	0
" " " " furnaces	1	2
No report	12	7

Are School Rooms Equipped With Ventilating Plants?

These teachers' reports show that the schoolrooms are equipped with heating and ventilating plants as follows:

	One teacher schools	Schools larger than one teacher schools.
Schoolrooms equipped with good heat- and ventilating plants	46	9
" not " " " "	51	5
No report	9	0

Schoolrooms Equipped With Organs

The reports show that schoolrooms as follows were equipped with organs or pianos:

	One-teacher schools	Schools larger than one-teacher schools
Number of schools equipped with organs	64	70
" " " not " " "	34	3
" " " " " pianos	5	4
No report	3	1

Are The Schools Equipped With Large Dictionaries?

The teachers indicate in these reports that the schools are equipped with dictionaries as follows:

	One-teacher Schools	Schools larger than one-teacher schools
Schoolrooms equipped with large dictionaries	100	7
" not " " " "	6	8

Do The Schools Have a Plentiful Water Supply?

The reports of these teachers show that the districts have wells upon their respective premises as follows:

	One-teacher Schools	Schools larger than one-teacher schools
Districts having wells	68	9
Not	36	1
No report	2	2

The same teachers' reports show that the schools have sanitary water jars as follows:

	One-teacher schools	Schools larger than one-teacher schools
Schools having a sanitary water jar	37	2
" not " " " "	64	6
" " drinking fountains	3	4
No report	2	3

These same reports also show that individual drinking cups were used in the respective districts as follows:

	One-teacher schools	Schools larger than one-teacher schools
Schools in which individual drinking cups were used	74	6
Schools in which individual drinking cups were not used	30	4
No report	2	3

Who Furnishes Towels for the Children in the Respective Districts?

The reports of the teachers show that towels were furnished pupils in the respective districts as follows:

	One-teacher schools	Schools larger than one-teacher schools
Schools in which the district furnishes towels.	25	0
" in which the pupils furnish the towels	44	5
" in which the teacher furnishes the towels	26	1
" in which the teacher and pupils furnish towels	0	1
" in which no towels are used	0	3
No report	11	4

Are the Out Buildings of the Respective School Districts in Good Condition?

These teachers' reports show the condition of the out buildings of the respective districts to be as follows:

	One-teacher schools	Schools larger than one-teacher schools
Schools in which the out buildings are in good condition	47	6
" in which the out buildings are not in good condition	15	2
" in which the out buildings are in fair condition	41	6
No report	3	1

Are the Schools Provided With Play Ground Apparatus?

The teachers' reports show that the schools are equipped with playground apparatus as follows:

	One-teacher schools	Schools larger than one-teacher schools
Schools having playground apparatus	18	7
" not " " "	84	6
No report	4	1

Do The Schools Have Flags?

These reports of the teachers show that the respective schools have flags as follows:

	One-teacher schools	Schools larger than one-teacher schools
Schools having flags	96	12
" not " "	3	1
No report	7	1

Are the School Grounds Equipped With Flag Staffs?

These same reports of the teachers show that the respective school grounds are equipped with flag staffs as follows:

	One-teacher schools	Schools larger than one-teacher schools
School grounds equipped with flag staffs	94	11
" " not " " " "	4	1
No report	8	2

TABLE XXVI
Amount Paid for School Building and Site
1920–1921

RANK: FROM LOWEST TO HIGHEST

Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist
1	0	1	41	0	46	81	0	87
2	0	2	42	0	47	82	0	88
3	0	3	43	0	48	83	0	90
4	0	4	44	0	49	84	0	91
5	0	5	45	0	50	85	0	92
6	0	6	46	0	51	86	0	93
7	0	9	47	0	52	87	0	94
8	0	10	48	0	53	88	0	95
9	0	11	49	0	54	89	0	96
10	0	12	50	0	55	90	0	97
11	0	13	51	0	56	91	0	98
12	0	15	52	0	57	92	0	99
13	0	16	53	0	58	93	0	100
14	0	17	54	0	59	94	0	101
15	0	18	55	0	60	95	0	102
16	0	19	56	0	61	96	0	103
17	0	20	57	0	62	97	0	104
18	0	22	58	0	63	98	0	105
19	0	23	59	0	65	99	0	106
20	0	24	60	0	66	100	0	107
21	0	25	61	0	67	101	0	108
22	0	26	62	0	68	102	0	109
23	0	27	63	0	69	103	0	110
24	0	28	64	0	70	104	0	111
25	0	29	65	0	71	105	0	112
26	0	30	66	0	72	106	0	113
27	0	31	67	0	73	107	0	114
28	0	32	68	0	74	108	0	115
29	0	33	69	0	75	109	0	116
30	0	34	70	0	76	110	0	117
31	0	35	71	0	77	111	0	119
32	0	36	72	0	78	112	0	120
33	0	38	73	0	79	113	12.	64
34	0	39	74	0	80	114	63.71	8
35	0	40	75	0	81	115	69.80	89
36	0	41	76	0	82	116	460.	14
37	0	42	77	0	83	117	3253.75	21
38	0	43	78	0	84	118	73500.	7
39	0	44	79	0	85			
40	0	45	80	0	86			

This table shows that during the year 1920-1921, 112 districts did not invest one cent in school buildings and sites. It also shows that not more than three districts and perhaps only two built new school houses during the year. A further study of this table is given on page 68.

Are There Any Trees on The School Grounds?

These teachers' reports show that there were 61 districts in the county whose school grounds did not have a single tree, most of the other school grounds had fewer than 10 trees each.

Summary of the Environments and Equipment of the Rural School
As Set Forth in the Preceding Tables

The foregoing tables set forth the barren and uninviting physical environment in which the great majority of the rural teachers must do their daily work. They show also the poor equipment with which the teachers must struggle along in their efforts to get the children to acquire those attitudes, skills, and knowledges that the pupils should acquire. They show, too, the unsanitary and unhealthful practices to which pupils and teachers must submit because of the limited facilities provided by the school districts for the physical health and comfort of the pupils and teachers.

ARE PHYSICAL SHORTCOMINGS OF RURAL SCHOOLS BEING OVERCOME?

It is the purpose of this part of the study to determine whether or not the buildings, equipment, and environment of the rural schools are improving. To determine this, we should make a study of the different expenditures of the respective school districts during the year 1920-21. These figures are compiled from the Directors' Annual Reports filed during the summer of 1921.

Are The School Buildings and Sites Improving?
SUMMARY OF THE AMOUNT PAID FOR SCHOOL BUILDINGS AND SITES IN 1920-21   TABLE XXVI

This table shows that in 1920-21, 112 districts did not spend a cent for school buildings and sites. It further shows that three districts spent between $10 and $70 for school buildings and sites. One district spent $460 for those two items. Two districts spent more than $3,000 each for buildings and sites. Hence, at the very most but three districts have built new school houses during the past year and the indications are that not more than two districts have built new school houses. Therefore, there is no indication that the old one-teacher schools will be rapidly replaced by more modern school buildings.

Are The Districts Doing Much to Repair The Present School Buildings?
SUMMARY OF THE AMOUNT PAID FOR REPAIRS 1920-21,
(TABLE XXVII *on the following page*)

This table shows that in 1920-21,

115 districts spent less than $900 each for repairs.						
114	,,	,,	,,	,,	$350 ,,	,, ,,
113	,,	,,	,,	,,	290 ,,	,, ,,
112	,,	,,	,,	,,	200 ,,	,, ,,
108	,,	,,	,,	,,	150 ,,	,, ,,
97	,,	,,	,,	,,	100 ,,	,, ,,
93	,,	,,	,,	,,	75 ,,	,, ,,
87	,,	,,	,,	,,	50 ,,	,, ,,
70	,,	,,	,,	,,	25 ,,	,, ,,
60	,,	,,	,,	,,	12.50	,, ,,
56	,,	,,	,,	,,	10 ,,	,, ,,
48	,,	,,	,,	,,	5 ,,	,, ,,

43 districts did not spend one cent for repairs.

TABLE XXVII

Amount Paid for Repairs
1920—1921

RANK: FROM LOWEST TO HIGHEST

Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist.	Rank	Am'tPaid	Dist.
1	0	1	41	0	111	81	37.64	43
2	0	3	42	0	112	82	39.15	40
3	0	4	43	0	114	83	41.75	53
4	0	8	44	2.40	6	84	44.13	55
5	0	9	45	2.65	35	85	47.03	72
6	0	11	46	3.65	84	86	48.	81
7	0	16	47	4.05	115	87	49.45	64
8	0	17	48	4.85	65	88	51.75	13
9	0	19	49	5.	85	89	56.42	10
10	0	21	50	5.70	88	90	65.10	29
11	0	23	51	5.85	26	91	70.	14
12	0	24	22	6.30	22	92	71.55	68
13	0	25	53	7.55	80	93	74.75	66
14	0	27	54	9.20	86	94	86.05	113
15	0	30	55	9.65	77	95	86.30	103
16	0	32	56	9.90	20	96	92.70	50
17	0	39	57	10.	62	97	98.50	41
18	0	42	58	10.	96	98	100.	47
19	0	45	59	10.80	89	99	102.	102
20	0	46	60	12.25	87	100	102.10	99
21	0	49	61	12.50	105	101	102.10	106
22	0	51	62	12.80	116	102	110.00	92
23	0	56	63	13.25	74	103	112.33	90
24	0	57	64	14.15	36	104	115.10	61
25	0	58	65	19.70	119	105	116.20	107
26	0	67	66	19.82	44	106	118.75	98
27	0	71	67	20.	28	107	127.50	54
28	0	73	68	20.	31	108	144.34	12
29	0	75	69	21.07	5	109	153.55	18
30	0	76	70	21.10	63	110	157.15	33
31	0	78	71	26.	100	111	163.45	101
32	0	79	72	26.40	52	112	190.05	82
33	0	93	73	28.20	83	113	281.05	60
34	0	94	74	28.45	48	114	343.02	91
35	0	95	75	32.50	70	115	812.84	15
36	0	97	76	34.50	120	116	1099.71	69
37	0	104	77	35.61	38	117	1685.32	2
38	0	108	78	37.	59	118	1726.07	7
39	0	109	79	37.20	117			
40	0	110	80	37.58	34			

The foregoing table shows that 43 districts did not spend one cent for repairs during the year 1920-21, and that more than half of all the districts in the county spent less than $15.00 for repairs. A further discussion of this table will be found on page 68.

TABLE XXVIII

Amount Paid for Furniture
1920–1921

Rank: From Lowest to Highest

Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist
1	0	1	41	0	55	81	0	101
2	0	3	42	0	56	82	0	102
3	0	4	43	0	57	83	0	103
4	0	5	44	0	58	84	0	105
5	0	6	45	0	59	85	0	107
6	0	10	46	0	60	86	0	108
7	0	11	47	0	61	87	0	109
8	0	13	48	0	62	88	0	111
9	0	15	49	0	63	89	0	112
10	0	16	50	0	64	90	0	114
11	0	18	51	0	65	91	0	116
12	0	19	52	0	66	92	0	117
13	0	20	53	0	67	93	0	119
14	0	22	54	0	68	94	0	120
15	0	23	55	0	70	95	1.35	115
16	0	24	56	0	71	96	3.	85
17	0	25	57	0	72	97	8.80	106
18	0	26	58	0	73	98	12.	113
19	0	27	59	0	74	99	31.	14
20	0	28	60	0	75	100	32.89	34
21	0	29	61	0	76	101	45.52	41
22	0	30	62	0	77	102	51.60	32
23	0	31	63	0	78	103	53.86	53
24	0	35	64	0	79	104	64.10	99
25	0	36	65	0	80	105	65.	104
26	0	38	66	0	81	106	67.95	12
27	0	39	67	0	83	107	70.45	8
28	0	40	68	0	84	108	75.	2
29	0	42	69	0	86	109	90.	69
30	0	43	70	0	87	110	95.65	110
31	0	44	71	0	88	111	171.62	89
32	0	45	72	0	90	112	192.36	91
33	0	46	73	0	92	113	323.84	82
34	0	47	74	0	93	114	434.55	21
35	0	48	75	0	94	115	495.35	33
36	0	49	76	0	95	116	506.	17
37	0	50	77	0	96	117	535.90	9
38	0	51	78	0	97	118	948.89	7
39	0	52	79	0	93			
40	0	54	80	0	100			

This table shows that 94 districts did not spend one cent for furniture during the year 1920-1921. A further study of this table will be found on page 71.

The preceding summary shows that taking the schools of the county as a whole, almost no money was spent on them during the past year to make needed repairs and to give new coats of paint to old school houses and old schoolrooms. Consequently, the school buildings are on a continual decline in their appearance as well as in their condition of repair.

Are The Districts Doing Much to Improve Equipment of Their Schools

SUMMARY OF THE AMOUNT PAID FOR FURNITURE IN 1920-21
TABLE XXVIII on preceding page.
A study of table Table XXVIII shows that

115 districts spent less than $500 each for furniture.
113   "   "   "   "   325   "   "   "
112   "   "   "   "   200   "   "   "
110   "   "   "   "   100   "   "   "
107   "   "   "   "   75   "   "   "
101   "   "   "   "   50   "   "   "
 98   "   "   "   "   15   "   "   "
94 districts did not spend one cent for furniture.

The foregoing summary shows that during the past year nothing was done by more than 79 per cent of the districts to improve the seating facilities of the pupils and to provide better working equipment for the teachers by providing more and better desk space for them. And taking the counties as a whole, this table shows that almost nothing has been done in the whole county during the past year to improve the school furniture of the respective districts.

Are The Districts Providing Liberally for The Purchases of New and Supplementary Textbooks as Well as for Supplies of Material to do Effective School Room Work

SUMMARY OF AMOUNT PAID FOR TEXTBOOKS AND PUPIL SUPPLIES
1920-21, TABLE XXIX on following page.

A study of this table shows that
114 schools spent less than $500 each for textbooks and pupil sppplies
112   "   "   "   "   400   "   "   "   "   "   "
109   "   "   "   "   200   "   "   "   "   "   "
100   "   "   "   "   100   "   "   "   "   "   "
 95   "   "   "   "   75   "   "   "   "   "   "
 81   "   "   "   "   50   "   "   "   "   "   "
 64   "   "   "   "   35   "   "   "   "   "   "
 52   "   "   "   "   25   "   "   "   "   "   "
 37   "   "   "   "   15   "   "   "   "   "   "
 32   "   "   "   "   10   "   "   "   "   "   "
 28   "   "   "   "   5   "   "   "   "   "   "
25 schools did not spend one cent for textbooks and pupil supplies.

TABLE XXIX

Amount Paid for Textbooks and Pupils' Supplies

1920—1921

RANK: FROM LOWEST TO HIGHEST

Rank	Amt'Paid	Dist.	Rank	Am'tPaid	Dist.	Rank	Am't Paid	Dist.
1	0	8	41	15.62	56	81	48.86	97
2	0	9	42	16.70	48	82	51.73	68
3	0	10	43	17.10	80	83	54.50	94
4	0	19	44	17.66	96	84	57,15	17
5	0	20	45	19.08	44	85	57.96	53
6	0	24	46	20.45	99	86	59.60	64
7	0	27	47	21.20	116	87	60.	71
8	0	28	48	21.25	29	88	61.19	3
9	0	33	49	21.60	100	89	62.42	107
10	0	39	50	22.04	72	90	65.25	104
11	0	42	51	23.65	77	91	67.65	112
12	0	52	52	24.60	46	92	67.85	89
13	0	57	53	25.	31	93	68.53	26
14	0	58	54	25.45	23	94	72.28	13
15	0	66	55	25.48	55	95	73.02	5
16	0	67	56	27.15	79	96	85.	30
17	0	73	57	27.60	111	97	86.40	22
18	0	85	58	28,35	117	98	89.07	36
19	0	93	59	28.40	120	99	89.44	16
20	0	102	60	28.52	38	100	95.35	91
21	0	105	61	29.90	76	101	110.	81
22	0	109	62	30.23	49	102	116.37	18
23	0	110	63	31.90	62	103	118.16	4
24	0	114	64	34.90	65	104	119.45	34
25	0	119	65	36.40	115	105	124 93	101
26	2.74	86	66	37.30	50	106	141.95	106
27	3.75	88	67	39.11	40	107	155.15	47
28	4.65	51	68	39.65	87	108	193.32	92
29	5.05	61	69	40.	14	109	195.13	21
30	5.55	63	70	40 14	108	110	201.20	11
31	8.60	90	71	40.20	103	111	327.91	12
32	8.85	45	72	40.53	35	112	373.99	54
33	11.23	83	73	41.20	25	113	405.36	41
34	11.30	6	74	41.75	75	114	409.88	60
35	12.17	1	75	42.86	70	115	678.23	15
36	13.52	98	76	44.17	95	116	850.	69
37	13.73	74	77	46.35	113	117	1322.57	2
38	15.28	43	78	46.50	78	118	3947.66	7
39	15.35	59	79	46.80	82			
40	15.45	84	80	48.80	32			

The foregoing table shows that 25 districts did not spend one cent for textbooks during the year 1920-21. It also shows that more than half of the districts in the county spent less than thirty dollars each for textbooks. A further survey of this table will be found on page 71.

TABLE XXX

Amount Paid for Library Books
1920-1921

RANK: FROM LOWEST TO HIGHEST

Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist
1	0	1	41	0	48	81	0	92
2	0	3	42	0	49	82	0	93
3	0	4	43	0	50	83	0	94
4	0	5	44	0	51	84	0	95
5	0	6	45	0	52	85	0	96
6	0	7	46	0	53	86	0	97
7	0	8	47	0	55	87	0	98
8	0	10	48	0	56	88	0	100
9	0	11	49	0	57	89	0	101
10	0	13	50	0	58	90	0	102
11	0	15	51	0	59	91	0	103
12	0	16	52	0	60	92	0	104
13	0	17	53	0	61	93	0	106
14	0	18	54	0	62	94	0	107
15	0	19	55	0	63	95	0	108
16	0	20	56	0	65	96	0	109
17	0	21	57	0	66	97	0	110
18	0	22	58	0	67	98	0	111
19	0	23	59	0	68	99	0	112
20	0	24	60	0	70	100	0	113
21	0	25	61	0	71	101	0	114
22	0	26	62	0	72	102	0	115
23	0	27	63	0	73	103	0	116
24	0	28	64	0	74	104	0	117
25	0	29	65	0	75	105	0	119
26	0	30	66	0	76	106	0	120
27	0	32	67	0	77	107	2.	31
28	0	34	68	0	78	108	3.	64
29	0	35	69	0	79	109	4.14	89
30	0	36	70	0	80	110	10.	14
31	0	38	71	0	81	111	20.	54
32	0	39	72	0	82	112	27.	99
33	0	40	73	0	83	113	37.60	69
34	0	41	74	0	84	114	48.50	2
35	0	42	75	0	85	115	64.50	12
36	0	43	76	0	86	116	80.22	105
37	0	44	77	0	87	117	81.40	33
38	0	45	78	0	88	118	198.70	9
39	0	46	79	0	90			
40	0	47	80	0	91			

This table shows that during the year 1920-21, 106 districts did not spend one cent for library books. A further study of this table is found on page 74.

Do the Districts Provide A Plentiful Supply Of Library Books

Summary of the Amount Paid For library Books, 1920-21.

T able XXX, on the preceding page.

This table shows that

118	districts	spent	less	than	$200	each	for	library	books.
117	"	"	"	"	90	"	"	"	"
115	"	"	"	"	65	"	"	"	"
114	"	"	"	"	50	"	"	"	"
111	"	"	"	"	25	"	"	"	"
109	"	"	"	"	5	"	"	"	"

106 districts did not spend one cent for library books.

The Fuel Bill Of The Respective Districts

Summary of the Amount Paid For Fuel in 1920-21.   Table XXXI.

This table shows that

115	districts	paid	less	than	$525	each	for	fuel.
112	"	"	"	"	300	"	"	"
105	"	"	"	"	200	"	"	"
97	"	"	"	"	100	"	"	"
89	"	"	"	"	75	"	"	"
66	"	"	"	"	50	"	"	"
31	"	"	"	"	35	"	"	"
16	"	"	"	"	25	"	"	"

9 did not spend one cent for fuel.

Amount Spent by The Respective Districts for Other Purposes Than The Foregoing, and Other Than for Teachers' Salaries

Summary of TABLE XXXII (on page 76.)

The term "Amount Paid for Other Purposes" is a blanket term which may cover a multitude of things. A study of the expenditures of the respective schools as set forth in the Director's Annual Report seems to show that a more fully itemized statement of the expenditures of the district should be made.

The term "Amount Paid for Other Purposes" may include expenses that should be recorded under other items as the report is now made. It may be for example that certain districts bought drinking fountains, and, instead of charging the purchase to the furniture account, included it in the Amount Paid for Other Purposes. However, since there were so very few districts which bought drinking fountains, this would account for the large sum spent for other purposes in but a very few cases, Again, it may be that grading and repair work that should have been charged to repairs was included under the term "Paid for Other Purposes." In any event, a more itemized statement of the expenditures should be made.

However, since so many districts in the last few years have been compelled to register their warrants instead of meeting their expenses with cash, it is probable that a large part of the sums paid for other purposes is interest on registered warrants. And from some specific cases that can be named, it is probable that most of the money recorded in this table as

TABLE XXXI

Amount Paid for Fuel

1920—1921

RANK: FROM LOWEST TO HIGHEST

Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist.	Rank	Am'tPaid	Dist.
1	0	4	41	39.40	113	81	64.75	114
2	0	19	42	39.65	98	82	66.68	3
3	0	24	43	40.	27	83	69.60	33
4	0	39	44	40.	77	84	71.35	23
5	0	42	45	40.	81	85	71.45	97
6	0	67	46	40.10	70	86	71.65	35
7	0	93	47	40.85	76	87	71.80	26
8	0	109	48	41.15	51	88	74.	62
9	0	111	49	41.45	34	89	74.55	40
10	2.50	1	50	41.50	85	90	75.	57
11	7.15	83	51	42.35	31	91	77.25	16
12	9.90	80	52	42.60	38	92	77.69	96
13	14.85	116	53	42.65	44	93	83.55	63
14	19.51	86	54	43.15	45	94	85.20	13
15	20.	48	55	43.25	32	95	86.41	106
16	21.	102	56	43.75	82	96	90.51	43
17	25.25	75	57	44.25	20	97	90.65	47
18	25.45	83	58	44.35	87	98	128.55	11
19	25.60	58	59	44.80	79	99	135.15	101
20	26.65	25	60	45.39	94	100	142.	10
21	27.50	99	61	46.35	90	101	142.15	36
22	27.60	95	62	46.75	112	102	150.	92
23	28.90	110	63	47.85	28	103	157.80	22
24	30.15	115	64	48.69	55	104	174.75	60
25	31.10	50	65	48.95	65	105	175.91	8
26	31.25	53	66	49.40	29	106	200.	14
27	32.50	30	67	51.20	84	107	210.65	91
28	32.90	100	68	51.40	46	108	223.35	12
29	33.05	120	69	51.53	107	109	243.35	17
30	33.20	64	70	51.85	103	110	247.60	41
31	34.05	72	71	57.65	21	111	250.10	15
32	35.75	61	72	57.80	104	112	297.95	54
33	36.95	56	73	58.90	18	113.	321.	105
34	37.	108	74	59.85	52	114	374.65	119
35	37.30	117	75	60.	71	115	519.32	9
36	37.55	78	76	62.	88	116	1100.	69
37	37.93	74	77	62.85	49	117	1219.01	2
38	38.40	68	78	63.62	59	118	3744.05	7
39	38.50	89	79	64.	5			
40	38.69	6	80	64.05	66			

The foregoing table shows that during the year 1920-21, 9 districts did not spend one cent for fuel. It further shows that more than half the districts in the county spent less than $50 for fuel. A further study of this table is found on page 74.

TABLE XXXII
Amount Paid for Other Purposes
1920—1921
RANK: FROM LOWEST TO HIGHEST

Rank	Amt'Paid	Dist.	Rank	Am'tPaid	Dist.	Rank	Am't Paid	Dist
1	0	4	41	46.80	29	81	161.55	90
2	0	32	42	47.40	43	82	167.07	66
3	0	44	43	49.	77	83	172.10	12
4	0	57	44	49.55	56	84	175.52	113
5	0	81	45	51.80	74	85	185.90	39
6	0	88	46	52.15	38	86	189.92	8
7	0	89	47	55.	80	87	197.21	104
8	0	93	48	55.61	112	88	199.14	111
9	0	94	49	61.50	48	89	206.35	100
10	0	99	50	62.31	64	90	211.40	106
11	0	103	51	64.02	76	91	220.05	36
12	0	110	52	64.75	18	92	224.65	68
13	10.31	73	53	65.99	98	93	226.27	28
14	12.10	52	54	69.14	120	94	242.28	23
15	13.65	17	55	71.70	46	95	270.79	3
16	15.	115	56	75.	10	96	271.15	33
17	17.70	61	57	75.11	47	97	297.43	107
18	19.05	78	58	76.25	45	98	389.30	19
19	25.	75	59	80.	42	99	406.53	67
20	25.	83	60	86.26	20	100	416.28	62
21	25.	92	61	88.	16	101	423.87	119
22	25.49	71	62	88.35	65	102	433.50	109
23	29.50	85	63	90.51	34	103	451.43	9
24	29.82	72	64	94.60	26	104	475.	5
25	30.25	40	65	97.70	101	105	486.94	21
26	30.75	102	66	98.34	53	106	577.	24
27	32.22	31	67	105.40	84	107	680.	54
28	32.45	79	68	105.28	108	108	814.50	22
29	32.70	50	69	107.10	49	109	851.69	105
30	33.25	116	70	107 11	55	110	864.88	60
31	33.60	87	71	110.50	114	111	921.66	41
32	35.65	27	72	112.60	117	112	1551.20	11
33	35.92	30	73	113.57	97	113	1557.83	69
34	36.25	35	74	117.42	70	114	1714 55	91
35	36.95	51	75	124.20	25	115	1952.89	15
36	37.05	58	76	125.74	82	116	2070.16	14
37	38.71	1	77	131.05	63	117	2490.25	2
38	39.42	95	78	137.60	6	118	15807.46	7
39	41.40	86	79	148.27	13			
40	42.15	59	80	158.09	96			

The foregoing table shows that 12 districts did not spend one cent for other purposes than those set forth in the preceding pages and for teachers salaries. An interpretation of this table will be found on page 74.

spent for other purposes was really money paid as interest on registered warrants. If such is the case, it is seen at a glance that many districts are paying more money as interest on registered warrants than they are to provide better equipment for their schools. Hence, the short-sighted policy of voting a very low school tax penalizes the children of the district and wastes the district's money, for it compels the district to register its warrants and pay large sums of money as interest, which money could be used to a greater advantage in the actual purchase of needed equipment and repairs.

A study of this table shows that

12 districts did not spend one cent for other purposes.

100	"	spent $	25	or more each for other purposes.
74	"	"	50	" " " " " "
63	"	"	75	" " " " " "
52	"	"	100	" " " " " "
43	"	"	125	" " " " " "
39	"	"	150	" " " " " "
37	"	"	175	" " " " " "
30	"	"	200	" " " " " "
21	"	"	350	" " " " " "
13	"	"	550	" " " " " "
10	"	"	850	" " " " " "
7	"	"	1500	" " " " " "
3	"	"	2000	" " " " " "
1	"	"	15500	" " " " " "

The Foregoing Study of The Expenditures for The Year 1920-21 Shows

That the respective school districts of the county are doing almost nothing to improve their buildings, equipment and the environment of the schools. This means that while progress is being made in business, industry, and on the farm, the material equipments of the school plants are not being improved but rather are permitted to depreciate.

The Work Expected of The Rural Teacher

At this place in the survey it is appropriate that we consider the work expected of the rural teacher. From the sources available, the only ways in which the work of the teachers can be measured are in terms of the number of pupils that she has in her room, the number of recitations that she is expected to conduct per day, and the amount of community work she is expected to do. We have already considered the sizes of the different rural schools in terms of Census, Enrollment and Average Daily Attendance. At this place we will consider the number of recitations that the rural teacher has per day and the community work that she has in terms of the number of visits she has made to patrons during the year.

Recitations Per Day in Rural Schools

							One-teacher schools	Schools larger than one-teacher schools
From	5	to	10	recitations per day			0	4
"	11	"	15	"	"	"	1	6
"	16	"	20	"	"	"	9	2
"	21	"	25	"	"	"	39	2
"	26	"	30	"	"	"	30	1
"	31	"	35	"	"	"	10	0
"	36	"	40	"	"	"	1	0
No reports							25	0

The Most Significant Weakness of the Present Rural School

A study of the foregoing table showing the number of recitations the respective rural teachers of Buffalo County had per day during the year 1920-1921 reveals the most significant weakness of the present rural schools.

The custom in the rural districts is to call school at nine in the morning and to continue the session till 12 o'clock at noon with an intermission of 15 minutes coming at the middle of the session. The afternoon session beginning at one o'clock and closing at four o'clock also has a fifteen minute intermission coming at the middle of the session. Hence, the total time that the rural school is actually in session each day 330 minutes.

If every minute of the 330-minute school-day could actually be given to the teaching of classes, the following table shows the number of minutes that can be given to each recitation in the respective schools.

Number of recitations per teacher per day	Length of recitations in minutes	Number of recitations per teacher per day	Length of recitations in minutes
5	66	23	14.3
6	55	24	13.7
7	47.1	25	13.2
8	41.2	26	12.6
9	36.6	27	12.2
10	33	28	11.7
11	30	29	11.3
12	28.1	30	11.
13	25.3	31	10.6
14	23.5	32	10.3
15	22	33	10.
16	20.6	34	9.7
17	19.4	35	9.4
18	18.3	36	9.1
19	17.3	37	8.9
20	16.5	38	8.6
21	15.7	39	8.4
22	15.	40	8.2

However, no school can give to the recitations the time indicated in the preceding table for this table makes no allowance for

1. Opening exercises.
2. Roll call.
3. Calling of classes.
4. Dismissing of classes.
5. Assigning of lessons.
6. Giving individual help between classes.
7. Supervision of "busy work" assigned primary pupils.
8. Relaxation periods that young pupils must have.
9. Time required for problems of discipline.
10. Giving assignments to pupils who have been absent.
11. Greeting visitors.
12. Answering the telephone.
13. Tending the stove or furnace.

14. Opening and closing of windows for purposes of ventilation.

15. Adjusting window shades to control the lighting.

A survey of the administrative side of a school teacher's duties, i. e., those necessary tasks that do not relate strictly to instruction, reveals the fact that no teacher can actually give the time to recitations as indicated in the preceding table. Furthermore, since most rural teachers are untrained the actual length of the recitation is still further shortened, because the teacher does not know how to organize the school advantageously. And if she did know how to organize the school to the best advantage, few rural districts would permit her to do so. Hence, it follows that the actual length of the recitation in many cases is less than half the time set forth in the foregoing table.

How The Short Recitation Handicaps The Rural Teacher

The short recitation deprives the teacher of all oportunity of actually teaching. Strayer and Norsworthy in **How to Teach**, page 6, say: "Recitations should be places where children meet for the discussion of problems which are vital to them". But in the short recitation of the country school it is impossible for the teacher to make the recitation what all educational experts are agreed it should be. Since most country teachers know almost nothing about how to teach and the atmosphere that must prevail to make a recitation a success, most country teachers merely "call, hear and dismiss classes". A trained teacher having the same number of classes could scarcely do more. For this reason the trained teacher is seldom found in the one-teacher rural school.

How The Short Recitation Robs The Rural Child of an Equal Chance With The City Child

It has been pointed out elsewhere that the normal teaching load of a grade teacher is 30 pupils of one grade. Even though the pupils of a grade be divided into two divisions, the pupils of each division will have at least one-half of the teacher's time given to their specific problems, for the pupils of each division are of almost equal ability and equal development. Consequently, what is the problem of one pupil will almost certainly be the problem of every other pupil in that division. Hence, every pupil in such a school will have the benefit of the teacher's help and supervision for at least one-half the school day or 165 minutes.

In the rural schools the teacher has all the grades and the patrons will have her teach all the subjects in the respective grades. But this is impossible. Finally, the number of recitations is cut to from 20 to 37 per day. Even so, the pupils being of different ages, of different stages of development, and of more irregular attendance, the actual time that the teacher can give to each pupil is very small. Suppose the teacher has 30 recitations per day and that the full time of 11 minutes be given to each recitation, suppose that John is in the fifth grade and that Mary, Carrie and Henry are his classmates; suppose that the fifth grade studies reading, arithmetic, geography, history, spelling and penmanship. The teacher could then give only a total of 66 minutes a day to these four pupils. But it has been noted previously that in actual practice much less time can be given. Then suppose that in arithmetic the assignment consists of

twenty problems. Suppose there are five things which cause the pupils trouble in this lesson. At the most but two and a fifth minutes can be given to each difficulty. All trained teachers know that such a lesson cannot be mastered in the time given.

Now consider a primary reading class made up of five pupils. In such a class nearly all the teaching must be individual work. In this case each pupil can have but two and one-fifth minutes for his recitation. In two reading recitations a day he would have but four and two fifths minutes a day. If such a pupil attend school every day for a year of 180 days, he would be given 756 minutes or 12.6 hours of recitation. In 8 years he would have had 100.8 hours or 12.6 days of 8 hours each as his total time in recitation to learn to read. But our study of the Average Daily Attendance has made it clear that the rural child attends much less than the time considered in this problem. Hence, the wonder is not that the rural child learns so little but rather that he learns so much.

How Improvement Can Be Made in The One-Teacher School.
Plan Number One
1. Employ a teacher who has had at least two years of professional training above high school.
2. Combine classes and alternate work in different years so that the teacher will have not more than eighteen recitations a day.

Plan Number Two
The State of New Jersey has evolved a system of "helping teachers", whose business it is to go among the rural teachers, especially the beginners to help them in every way they can. These expert teachers help the rural teachers by showing them how to do better teaching, how to solve their social problems, and, in short, act as general advisers to all the rural teachers.

So far these "helping teachers" are experienced teachers of middle age, selected for their achievements as teachers and for their special fitness for the work outlined above. There are a number of these "helping teachers" in each county of the state. They are paid by the state.

If Nebraska would adopt this plan of providing every county with several helping teachers the rural schools would make great improvements such as they cannot otherwise make.

Plan Number Three
Because of the expense entailed by abandonment of one-teacher schools and the concentration of rural educational facilities in a centrally located school plant, many communities are holding back from consolidation. Because of this and realizing the extreme need for better rural schools, Mr. H. F McIntosh, Manager of the Bureau of Agriculture of the Omaha Chamber of Commerce, after a year's study of the problem and after consultation with Superintendent Beveridge of the Omaha Public Schools, has recently outlined the following solution to better the present rural schools:

Mr. McIntosh's Solution
"The agricultural bureau of the Chamber of Commerce believes that the Nebraska Redistricting law passed in 1919, has in it, unwittingly perhaps the solution of the supervision problem for district schools since the redistricting law makes a 25-square-mile area the district unit. The

bureau is therefore suggesting to county superintendents the simple expedient of organizing the three, four or five rural schools in a redistricted area into one district for supervision purposes with one of the several teachers designated as principal and with the same authority in the enlarged district that a city principal has in her school.''

In putting this scheme into operation, however, the following difficulties will be encountered:

1. The teacher chosen to be the principal of her district must be better trained than are the other teachers of the district. Otherwise it is useless to have a supervisor.

2. Who shall select this principal,— the district unit she is to supervise or the local district whose school she shall teach? Suppose the authorities of these two units cannot agree on this, who shall settle the dispute? Suppose it is agreed that the authorities of the larger unit shall select the principal, what can the local district (whose teacher she shall be) do if they do not want her for their teacher? Suppose the conditions are reversed, what then?

3. How shall the authorities for the 25-square-mile district unit be chosen and what shall be their duties?

4. To secure this system providing a principal for the 25-square-mile unit as outlined in Mr. McIntosh's scheme will require a better paid teacher for one of the districts than any of them now have. Which district shall provide this teacher and how shall the other districts pay for this supervision?

5. Who shall do the principal's work as teacher of her school, while she is supervising the work of the other teachers? Who shall pay this teacher?

6. How shall transportation be provided for the principal so that she can go about her work as she should? What districts shall pay for this transportation?

Hence, a study of Mr. McIntosh's plan indicates that it is impractical and that a better and a simpler plan lies in the adoption of the New Jersey plan of providing helping teachers for the rural teachers.

A deep significance should be attached to the fact that the Chamber of Commerce of Nebraska's largest city is so vitally concerned in the inequality of educational opportunities apparent in the state and with the limitations of the rural child. If the Omaha Chamber of Commerce, under the direction of leadership so capable as that of Mr. McIntosh, will continue its investigations until it is in possession of all the facts, much immediate good will result.

Other Work of The Rural Teacher
TEACHING THE NINTH GRADE

Besides teaching the first eight grades as outlined in the preceding pages, there is an increasing demand on the part of the rural districts that the country teacher shall teach the ninth grade as well. That it is a physical impossibility for even the most highly trained teacher to do all this work with the least degree of efficiency, should now be plain to even those people who have no knowledge of the problems of teaching and of school management.

JANITOR WORK

The teacher of nearly all rural schools must, besides doing the work of the teacher, also do the work of the janitor. In almost every country school the teacher daily carries the coal, builds the fire, carries the water and sweeps the schoolhouse floor. Futhermore, if in the country school the windows are ever washed or the floors scrubbed the teacher in most districts does this also.

Patrons Visited by The Teacher

Reports filed by 139 teachers show that during the school year 1920-21 these teachers made the following number of visits to patrons:

6	teachers	made	visits	to	1 patron.
18	"	"	"	"	2 "
20	"	"	"	"	3 "
9	"	"	"	"	4 "
12	"	"	"	"	5 "
13	"	"	"	"	6 "
9	"	"	"	"	7 "
2	"	"	"	"	8 "
2	"	"	"	"	9 "
4	"	"	"	"	10 "
1	"	"	"	"	11 "
1	"	"	"	"	13 "
1	"	"	"	"	16 "
1	"	"	"	"	17 "
1	"	"	"	"	20 "
1	"	"	"	"	30 "
1	"	"	"	"	35 "
1	"	"	"	"	41 "
1	"	"	"	"	100 or more.
2	"	"	"	"	All
33	"	"	no reports.		

TEACHING OF DRAWING

Teachers of 106 one-teacher schools and 15 teachers in schools larger than one-teacher schools report as follows concerning the teaching of drawing in their respective rooms:

	One-teacher schools	Schools larger than one-teacher schools
Drawing was taught by teachers in	101	11
" " not " " " "	2	2
No report was made by teachers in	3	2

TEACHING OF MUSIC

The same teachers report as follows with regard to the teaching of music in their respective schools:

	One-teacher schools	Schools larger than one-teacher schools
Music was taught by teachers in	88	10
" " not " " " "	18	3
No report was made by teachers in	0	2

Supervision of Rural Teachers

Reports of 139 teachers show that during the school year 1920-21 they had visits from the County Superintendent as follows:

2 had no * visits from the County Superintendent.
133 " 1 " " " " "
2 " 2 " " " " "
2 " 3 " " " " "

Before making an analysis of what the foregoing table indicates as to the amount of supervision the average teacher of Buffalo County had during the year 1920-21, it would be well to consider a part of Mr. McIntosh's report which was considered in our discussion of the solution to the rural school problem. In this report Mr. McIntosh says:

"We have a habit of enacting school laws in Nebraska on the 'let George do it' system, George, in this case being the county superintendent. The result is that the superintendent is loaded beyond endurance with executive duties, often of the most perplexing and difficult sort—often of the petty and harassing kind, for she is the arbiter of rural disagreements of all sorts on appeal from district boards. She is the supervisor of the teaching force for everything, even to the examination and graduation of 8th-grade pupils.

LARGE TERRITORY

"Then observe her field of operations. The superintendent in Douglas county, among the most favorably situated in the state, has 60 schools under her care, scattered over a hilly district of approximately 350 square miles in area. Or take that extremely unfavorable county for supervision, Cherry, a sandhill county with about 6,000 square miles of territory. A certain Miss Brown superintended the county before the days of roads and flivvers. Her broncho team had a drive of more than 100 miles to her farthest-off school. Most superintendents in Nebraska have on an average 75 schools to supervise; some nearly 100. Efficiency in such a situation requires superhuman endowments. But the moderate salary of the county superintendent in Nebraska does not justify a superwoman or man in holding the job.

"The county superintendents are competent and loyal, within human limitations, and their great problem, after their interminable executive duties are done, is to find any time or strength for direct supervision of the schools under their care. And the schools, many of them, with beginners—girls still in their teens and fresh from high schools, with perhaps only a six weeks' normal course, as teachers— how will they fare with practically no supervision? The universal discontent is the answer. Supervision is the crying need of the schools."

All that Mr. McIntosh says of the over-burdened County superintendent and more is true of the Buffalo County Superintendent. According to the Nebraska Educational Directory, 1920–1921, page 3, issued by State Supt. John M. Matzon, only six county superintendents of the 93 county superintendents in the state have more districts to supervise than has the county superintendent of Buffalo county. The same authority in the same booklet shows that only five county superintendents have as many public school teachers in their respective counties as has the Buffalo County

* The records show that these two teachers finished terms of school in districts that the County Superintendent had visited before the resignation of the preceding teacher.

Superintendent. Furthermore, Buffalo County with an area of approximately 945 square miles is one of the larger counties of the state and consequently the distance that the County Superintendent must travel in visiting her schools is much greater than the distances county superintendents in more than three-fourths of the other counties have to travel in visiting their schools. Hence, the Buffalo County superintendent is doubly burdened as compared with most other county superintendents, in that she has more teachers and more schools to supervise and greater distances to travel in doing this work. If the County Superintendent of Buffalo County could spend every minute of her time supervising her teachers for nine months, she could not possibly give more than an average of a half day of three hours to each teacher. All educational authorities are agreed that this amount of supervision is almost valueless, for (1) it seldom comes when the teacher needs it most, and (2) no supervisor can in this short time discover all the troubles of the teacher and show her how to correct her mistakes and overcome her difficulties. But office work, settling of school district disputes, and bad weather and bad roads make the amount of time the county superintendent can spend with her teachers much less than the meager half day mentioned above.

Again because the largest Teachers' College in the state is located in Buffalo County, the county superintendent has a much bigger task in the giving of State Teachers' Examinations than have most other county superintendents because(1) many teachers from other counties take a part of their examinations in Buffalo County, and (2) the grades earned in these examinations must be transferred to the respective home counties of these teachers.

So while the present Buffalo County County Superintendent is acknowledged to be one of the most efficient county superintendents in the state, and while she has a most efficient assistant, a careful study of her office shows that in order for this office to serve the schools of the county as they should be served, the county superintendent should be given several helping teachers and at least one more deputy.

Visits of Directors

The 139 teachers reporting on the number of visits made their rooms by the directors of the respective districts report as follows:

84 teachers had no visits from their directors in 1920-21.

32 " " 1 " " " " " "
8 " " 2 " " " " " "
5 " " 3 " " " " " "
1 " " 4 " " " " " "
1 " " 5 " " " " " "
1 " " 8 " " " " " "

7 teachers did not report.

Visits of Others than County Superintendent and Directors

One hundred and thirty-nine teachers reporting on the number of visits other than the County Superintendent and Directors report as follows:

34 teachers had from   1 to   5 such visitors each.
31   "   "   "   6 " 10   "   "   "
23   "   "   "   11 " 15   "   "   "
16   "   "   "   16 " 20   "   "   "
 8   "   "   "   21 " 25   "   "   "
 4   "   "   "   26 " 30   "   "   "
 2   "   "   "   31 " 35   "   "   "
 2   "   "   "   36 " 40   "   "   "
 5   "   "   "   41 " 45   "   "   "
 3   "   "   "   48 " 50   "   "   "
 1   "   "   "   51 " 55   "   "   "
 1   "   "   " 300 "   "   "   "
1 teacher had 452 such visitors.
2   "   " no visitors.
5   "   made no reports.

The Solution of The Whole Problem of Rural Education

It has been pointed out at different times in this survey that the solution of the problem of rural education is the consolidation of the present school districts into units sufficiently large to have thirty pupils in each grade and to have a teacher for each grade.

Experience in Nebraska as well as in Indiana, Ohio, Iowa, Minnesota, Colorado, and other states has proved that this plan is perfectly feasible. Experience has shown that the problem of transportation is not the insurmountable difficulty that many people would have us believe. Furthermore, our study of the cost of education per pupil will show that bigger results can be produced in a big unit of school organization and at much lower cost than can poorer results in a small unit of organization.

Are The Salaries of Teachers High Enough to Attract The most Competent Men and Women into The Teaching Profession?

In this part of the study we are to determine (1) something of the increase of the teachers' salaries, and (2) whether the present teachers' salaries are high enough to compete successfully with the remuneration offered by the business world and the other professions. In a study, such as this we must consider this phase of the educational problem, for if the remunerations offered in the teaching profession cannot compete successfully with the rewards of business and the other professions, it is impossible to bring into the teaching ranks those men and women who will develop the teaching profession into an effective organization.

If we fail to bring the most capable men and women into the teaching profession and keep them satisfied, the men and women of tomorrow will not be the fit and efficient citizens that must make up the population of a progressive democracy. Hence, the very life of the nation depends upon the securing and maintaining of the highest educational opportunities.

The following statistics on teachers' salaries were taken from the Directors' Annual Reports:

TABLE XXXIII
Salaries of Male Teachers
Average Monthly Pay of Each
1913–1920
RANK: FROM LOWEST TO HIGHEST

Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist.	Rank	Am't Paid	Dist.
1	0	1	41	0	64	81	45.	115
2	0	3	42	0.	65	82	48.47	111
3	0	4	43	0	68	83	50.	10
4	0	6	44	0	70	84	50.	30
5	0	11	45	0	72	85	50.	39
6	0	14	46	0	73	86	50.	51
7	0	16	47	0	74	87	51.67	113
8	0	17	48	0	75	88	55.	48
9	0	18	49	0	77	89	55.	55
10	0	20	50	0	78	90	55.	66
11	0	21	51	0	79	91	55.	67
12	0	22	52	0	80	92	55.	81
13	0	25	53	0	83	93	55.	87
14	0	26	54	0	84	94	55.	116
15	0	27	55	0	86	95	55.55	13
16	0	28	56	0	88	96	57.50	23
17	0	29	57	0	89	97	57.50	71
18	0	31	58	0	90	98	58.75	24
19	0	32	59	0	91	99	60.	5
20	0	33	60	0	92	100	60.	8
21	0	34	61	0	93	101	60.	52
22	0	35	62	0	94	102	60.	76
23	0	36	63	0	95	103	60.	82
24	0	38	64	0	96	104	60.	85
25	0	40	65	0	97	105	60.	114
26	0	41	66	0	98	106	67.50	15
27	0	43	67	0	99	107	70.42	101
28	0	44	68	0	100	108	73.33	12
29	0	46	69	0	102	109	75.	60
30	0	47	70	0	103	110	75.90	45
31	0	49	71	0	104	111	80.50	105
32	0	50	72	0	106	112	86.67	119
33	0	53	73	0	107	113	87.86	54
34	0	56	74	0	108	114	123.83	2
35	0	57	75	0	109	115	126.33	69
36	0	58	76	0	110	116	127.14	9
37	0	59	77	0	112	117	150.49	19
38	0	61	78	0	117	118	176.82	7
39	0	62	79	0	120			
40	0	63	80	45	42			

The foregoing table shows that during the period 1913-20 inclusive, 79 districts did not employ male teachers even a part of this time. It also shows the average monthly pay of each male teacher in the districts where male teachers were employed during 1913-20 inclusive. A further study of this table is found on page 87.

Summary of Salaries of Male Teachers, 1913-20
TABLE XXXIII

A study of this table shows that from 1913 to 1920, inclusive, there were 79 districts in the county that did not have a male teacher for even a part of this period. It further shows that during this period the average monthly salary of male teachers in the remaining 39 districts ranged from $45 a month to $176.82 a month. This table also shows that the average monthly salaries of male teachers in

39	districts	was	less	than	$180	each.
38	"	"	"	"	155	"
35	"	"	"	"	125	"
34	"	"	"	"	90	"
29	"	"	"	"	75	"
19	"	"	"	"	60	"
3	"	"	"	"	50	"

Summary of Average Monthly Salary of Male Teachers, 1920-21
TABLE XXXIV (on following page)

This table shows that in the school year 1920-21 there were but 15 out of the 118 districts in which there were one or more male teachers. This fact indicates one of the big weaknesses of the teaching profession today.

Table XXXIV also shows that the average monthly salary of male teachers in

15	districts	was	less	than	$280	each.
12	,,	,,	,,	,,	250	,,
10	,,	,,	,,	,,	151	,,
8	,,	,,	,,	,,	126	,,
4	,,	,,	,,	,,	101	,,
1	,,	,,	,,	,,	81	,,

Comparative Study of The Salaries of Male Teachers

	1913-20	1920-21
Average monthly salary of all male teachers	$66.26	$162.49
Median monthly salary of all male teachers	60.	125.00

In considering the comparisons brought out in the preceding comparative study we must remember that there were so many more male teachers in the country schools during the period 1913-1920 inclusive, and that we are comparing almost entirely the salaries of these untrained teachers of 1913-1920 with those of the relatively highly trained male teachers in the city schools in 1920-21. Hence, the increase in the salaries of male teachers that the above table seems to indicate is false in nearly every case.

TABLE XXXIV
Salaries of Male Teachers
Average Monthly Salary of Each
1920—1921
RANK: FROM LOWEST TO HIGHEST

Rank	Salary	Dist.	Rank	Salary	Dist.	Rank	Salary	Dist.
1	0	1	41	0	51	81	0	93
2	0	3	42	0	52	82	0	94
3	0	4	43	0	53	83	0	95
4	0	5	44	0	54	84	0	96
5	0	6	45	0	55	85	0	98
6	0	8	46	0	56	86	0	99
7	0	10	47	0	57	87	0	100
8	0	11	48	0	58	88	0	102
9	0	12	49	0	59	89	0	103
10	0	13	50	0	60	90	0	104
11	0	14	51	0	61	91	0	106
12	0	15	52	0	62	92	0	107
13	0	16	53	0	63	93	0	108
14	0	17	54	0	64	94	0	109
15	0	18	55	0	65	95	0	110
16	0	20	56	0	66	96	0	111
17	0	21	57	0	67	97	0	112
18	0	22	58	0	68	98	0	113
19	0	23	59	0	70	99	0	114
20	0	24	60	0	71	100	0	116
21	0	25	61	0	72	101	0	117
22	0	26	62	0	73	102	0	119
23	0	27	63	0	74	103	0	120
24	0	28	64	0	75	104	80.	115
25	0	29	65	0	76	105	100.	33
26	0	30	66	0	77	106	100.	43
27	0	31	67	0	78	107	100.	48
28	0	32	68	0	79	108	125.	34
29	0	35	69	0	80	109	125.	85
30	0	36	70	0	81	110	125.	97
31	0	38	71	0	82	111	125.	101
32	0	39	72	0	83	112	150.	41
33	0	40	73	0	84	113	150.	105
34	0	42	74	0	86	114	218 52	7
35	0	44	75	0	87	115	244.44	9
36	0	45	76	0	88	116	250.	19
37	0	46	77	0	89	117	266.66	69
38	0	47	78	0	90	118	277.77	2
39	0	49	79	0	91			
40	0	50	80	0	92			

The foregoing table shows that in 1920-21 there were 103 districts which did not employ male teachers. A further discussion of this table is found on page 87.

TABLE XXXV
Salaries of Female Teachers
Average Monthly Pay of Each
1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	Salary	Dist.	Rank	Salary	Dist.	Rank	Salary	Dist.
1	45.08	1	41	55.88	95	81	59.69	25
2	45.63	99	42	55.94	106	82	59.69	26
3	47.19	42	43	56.17	116	83	59.81	12
4	47.50	102	44	56.25	33	84	59.98	119
5	50.00	27	45	56.25	44	85	60.00	48
6	50.71	115	46	56.25	50	86	60.00	80
7	51.25	31	47	56.25	109	87	60.00	83
8	51.25	103	48	56.43	10	88	60.00	113
9	51.50	108	49	56.43	76	89	60.20	54
10	51.88	28	50	56.69	92	90	60.63	21
11	51.88	53	51	56.79	74	91	60.86	29
12	51.98	110	22	56.79	100	92	61.43	52
13	52.01	75	53	56.88	13	93	61.88	64
14	52.50	117	54	56.88	61	94	62.06	105
15	52.81	93	55	56.88	94	95	62.14	66
16	53.13	70	56	57.00	55	96	62.54	41
17	53.13	81	57	57.08	39	97	62.79	60
18	53.13	104	58	57.13	4	98	62.81	57
19	53.28	58	59	57.14	5	99	63.13	45
20	53.44	49	60	57.19	120	100	63.14	15
21	53.63	38	61	57.34	77	101	63.30	63
22	53.75	82	62	57.36	18	102	63.75	36
23	53.75	84	63	57.50	34	103	63.75	71
24	53.75	86	64	57.50	40	104	63.75	91
25	53.75	89	65	57.50	43	105	64.06	14
26	53.82	72	66	57.50	67	106	64.17	23
27	54.06	56	67	57.50	112	107	64.69	101
28	54.13	47	68	58.13	32	108	65.42	85
29	54.38	20	69	58.13	68	109	65.83	24
30	54.38	111	70	58.13	73	110	65.94	3
31	54.69	90	71	58.15	96	111	66.22	16
32	55.00	6	72	58.56	78	112	66.80	69
33	55.00	51	73	58.75	17	113	66.99	2
34	55.00	59	74	58.75	107	114	67.19	22
35	55.00	65	75	58.93	87	115	69.18	19
36	55.00	114	76	59.06	46	116	70.99	7
37	55.29	30	77	59.38	35	117	72.97	11
38	55.63	38	78	59.38	62	118	74.98	9
39	55.63	98	79	59.38	97			
40	55.75	79	80	59.64	8			

The foregoing table shows that the average monthly salary of female teachers during the period 1913-20 inclusive, ranged from $45.08 to $74.98. A further discussion of this table will be found on page 90.

Summary of The Monthly Salaries of Female Teachers, 1913-1920
TABLE XXXV.

This table shows that the average monthly salaries of female teachers during the period 1913-1920 inclusive, ranged in the respective districts from $45.08 to $74.98. It further shows that the average monthly salary of the female teachers during this period in

118	districts was less than				$75	each.
115	"	"	"	"	70	"
84	"	"	"	"	60	"
31	"	"	"	"	55	"
4	"	"	"	"	50	"

Summary of The Monthly Salaries of Female Teachers, 1920 1921.
TABLE XXXVI, on the opposite page.

This table shows that in 1920-21 there were but four rural schools taught by men teachers. It also shows that the monthly salary of female teachers ranged in the different districts from $75 to $150. From this table it is seen, too, that the monthly salary of female teachers during this period in

113	districts was less than				$151	each.
109	"	"	"	"	140	"
105	"	"	"	"	130	"
91	"	"	"	"	125	"
87	"	"	"	"	120	"
82	"	"	"	"	115	"
73	"	"	"	"	110	"
70	"	"	"	"	105	"
38	"	"	"	"	100	"
29	"	"	"	"	95	"
13	"	"	"	"	85	"
1	"	"	"	"	80	"

Comparative Study of The Monthly Salaries of Female Teachers

	1913-20	1920-21
Average monthly salary of all female teachers	$57.90	$104.66
Median monthly salary of all female teachers.	57.16	100.

The increase in the salaries of female teachers brought out in the foregoing comparative table will at first strike the average person as an increase with which the teachers should be more than satisfied

But upon analyzing this increase of salary in terms of what it will buy of the necessities of life plus the returns that the teacher's preparation in time and money should bring as an investment, it is seen that this increase is not only not exorbitant but it is insufficient.

This phase of teachers' salaries will be further considered in the summary at the close of this study.

TABLE XXXVI

Salaries of Female Teachers
Average Monthly Salary of Each
1920—1921
RANK: FROM LOWEST TO HIGHEST

Rank	Salary	Dist.	Rank	Salary	Dist.	Rank	Salary	Dist
1	0	24	41	95.	104	81	110.	30
2	0	33	42	97.50	74	82	110.	61
3	0	48	43	98.75	12	83	110.	88
4	0	85	44	100.	3	84	110.	101
5	0	115	45	100.	10	85	110.	120
6	75.00	28	46	100.	17	86	111.	52
7	80.	42	47	100.	20	87	114.	54
8	80.	102	48	100.	35	88	115.	32
9	82.50	47	49	100.	40	89	115.	51
10	85.	4	50	100.	43	90	115.	57
11	85.	6	51	100.	58	91	116.14	9
12	85.	29	52	100.	59	92	117.50	36
13	85.	56	53	100.	64	93	120.	16
14	85.	73	54	100.	66	94	120.	49
15	85.	78	55	100.	67	95	120.	91
16	85.	90	56	100.	70	96	121.25	119
17	85.	116	57	100.	72	97	125.	5
18	85.	1	58	100.	75	98	125.	18
19	90.	27	59	100.	76	99	125.	23
20	90.	39	60	100.	77	100	125.	25
21	90.	44	61	100.	79	101	125.	63
22	90.	46	62	100.	83	102	125.	68
23	90.	50	63	100.	87	103	125.	82
24	90.	53	64	100.	89	104	125.	92
25	90.	62	65	100.	93	105	125.	106
26	90.	65	66	100.	94	106	125.	110
27	90.	84	67	100.	95	107	126.	19
28	90.	86	68	100.	96	108	127.05	15
29	90.	98	69	100.	99	109	127.50	11
30	90.	103	70	100.	100	110	129.55	2
31	90.	108	71	100.	112	111	130.	8
32	90.	109	72	100.	113	112	130.	34
33	90.	111	73	100.	114	113	132.67	69
34	90.	117	74	103.33	105	114	133.44	60
35	95.	21	75	103.57	31	115	140.	97
36	95.	38	76	105.	22	116	145.	14
37	95.	45	77	105.	41	117	145.90	7
38	95.	55	78	105.	71	118	150.	107
39	95.	80	79	110.	13			
40	95.	31	80	110.	26			

This table shows that during the school year 1920-21 there were 5 districts which did not employ female teachers. It also shows that during the same period the average monthly salary of female teachers ranged from $75 to $150.

TABLE XXXVII
Salaries of Male Teachers
Average Yearly Pay of Each
1913-1920

Based on The Yearly Term of The Respective District
RANK: FROM LOWEST TO HIGHEST

Rank	Salary	Dist.	Rank	Salary	Dist.	Rank	Salary	Dist'
1	0	1	41	0	64	81	360.	115
2	0	3	42	0	65	82	337.76	111
3	0	4	43	0	68	83	400.	39
4	0	6	44	0	70	84	405.	42
5	0	11	45	0	72	85	430.	113
6	0	14	46	0	73	86	440.	55
7	0	16	47	0	74	87	440.	67
8	0	17	48	0	75	88	440.	81
9	0	18	49	0	77	89	440.	87
10	0	20	50	0	78	90	440.	116
11	0	21	51	0	79	91	442.50	10
12	0	22	52	0	80	92	450.	30
13	0	25	53	0	83	93	455.25	71
14	0	26	54	0	84	94	480.	76
15	0	27	55	0	86	95	480.	82
16	0	28	56	0	88	96	480.	85
17	0	29	57	0	89	97	487.50	23
18	0	31	58	0	90	98	495.	48
19	0	32	59	0	91	99	495.	66
20	0	33	60	0	92	100	498.	52
21	0	34	61	0	93	101	500.	13
22	0	35	62	0	94	102	501.25	24
23	0	36	63	0	95	103	540.	8
24	0	38	64	0	96	104	540.	114
25	0	40	65	0	97	105	545.	5
26	0	41	66	0	98	106	590.	12
27	0	43	67	0	99	107	697.20	45
28	0	44	68	0	100	108	607.50	15
29	0	46	69	0	102	109	633.67	101
30	0	47	70	0	103	110	693.75	60
31	0	49	71	0	104	111	707.83	105
32	0	50	72	0	106	112	790.71	54
33	0	53	73	0	107	113	858.33	119
34	0	56	74	0	108	114	1121.56	2
35	0	57	75	0	109	115	1121.86	7
36	0	58	76	0	110	116	1144.38	9
37	0	59	77	0	112	117	1198.44	69
38	0	61	78	0	117	118	1377.50	19
39	0	62	79	0	120			
40	0	63	80	350.	51			

This table shows that the average pay of male teachers during the period 1913-20, inclusive, ranged from $350 to $1377.50. A further study of this table is found on page 93.

Summary of Yearly Salaries of Male Teachers 1913-1920.
TABLE XXXVII.

This table shows that the average yearly salary of male teachers during the period 1913-20 ranged in the different districts from $350 to $1377.50. It further shows that the average yearly salary of male teachers in

34	districts was less than				$900
32	"	"	"	"	750
27	"	"	"	"	600
21	"	"	"	"	500
12	"	"	"	"	450
3	"	"	"	"	400
1	"	"	"	"	351

Summary of Yearly Salaries of Male Teachers, 1920-21
TABLE XXXVIII on following page.

This table shows that the average yearly salary of male teachers in 1920-21 ranged in the different districts from $640 to $2,500. It also shows that the average yearly salary of male teachers in

14	districts was less than				$2500
12	"	"	"	"	2250
11	"	"	"	"	2000
10	"	"	"	"	1500
4	"	"	"	"	1000
1	"	"	"	"	650

Comparative Study Of Yearly Salaries Of Male Teachers

	1913-20	1920-21
Average yearly salary of all male teachers	$599.35	1400.67
Median yearly salary of all male teachers	495.	1012.50

TABLE XXXVIII
Salaries of Male Teachers
Average Yearly Salary of Each
1920—1921

RANK: FROM LOWEST TO HIGHEST

Rank	Salary	Dist.	Rank	Salary	Dist.	Rank	Salary	Dist.
1	0	1	41	0	51	81	0	93
2	0	3	42	0	52	82	0	94
3	0	4	43	0	53	83	0	95
4	0	5	44	0	54	84	G	96
5	0	6	45	0	55	85	0	98
6	0	8	46	0	56	86	0	99
7	0	10	47	0	57	87	0	100
8	0	11	48	0	58	88	0	102
9	0	12	49	0	59	89	0	103
10	0	13	50	0	60	90	0	104
11	0	14	51	0	61	91	0	106
12	0	15	52	0	62	92	0	107
13	0	16	53	0	63	93	0	108
14	0	17	54	0	64	94	0	109
15	0	18	55	0	65	95	0	110
16	0	20	56	0	66	96	0	111
17	0	21	57	0	67	97	0	112
18	0	22	58	0	68	98	0	113
19	0	23	59	0	70	99	0	114
20	0	24	60	0	71	100	0	116
21	0	25	61	0	72	101	0	117
22	0	26	62	0	73	102	0	119
23	0	27	63	0	74	103	0	120
24	0	28	64	0	75	104	640.	115
25	0	29	65	0	76	105	800.	33
26	0	30	66	0	77	106	900.	43
27	0	31	67	0	78	107	900.	48
28	0	32	68	0	79	108	1000.	34
29	0	35	69	0	80	109	1000.	85
30	0	36	70	0	81	110	1000.	97
31	0	38	71	0	82	111	1012.50	41
32	0	39	72	0	83	112	1093.25	101
33	0	40	73	0	84	113	1350.	105
34	0	42	74	0	86	114	1964.44	7
35	0	44	75	0	87	115	2200.	9
36	0	45	76	0	88	116	2250.	19
37	0	46	77	0	89	117	2400.	69
38	0	47	78	0	90	118	2500.	2
39	0	49	79	0	91			
40	0	50	80	0	92			

This table shows that in 1920-21 there were but 15 districts that employed male teachers. A further study of this table is found

TABLE XXXIX
Salaries of Female Teachers
Average Yearly Pay of Each
1913—1920
Based on The Yearly Term of The Respective District
RANK: FROM LOWEST TO HIGHEST

Rank	Salary	Dist.	Rank	Salary	Dist.	Rank	Salary	Dist.
1	326.75	58	41	456.88	75	81	507.86	10
2	330.63	99	42	457.19	107	82	511.25	94
3	358.75	89	43	457.50	120	83	512.83	23
4	368.75	102	44	457.97	20	84	516.25	18
5	370.63	31	45	458.75	32	85	516.56	35
6	383.13	42	46	459.25	88	86	519.66	29
7	391.88	27	47	460.	112	87	522.97	26
8	394.19	104	48	460.47	83	88	523.13	96
9	398.75	82	49	460.94	93	89	525.63	45
10	403.56	79	50	462.31	4	90	526.25	57
11	405.71	1	51	464.06	108	91	530.16	54
12	408.38	103	52	468 57	78	92	530.50	17
13	409.38	74	53	469.38	109	93	532.86	48
14	412.50	110	54	470.29	87	94	533.13	64
15	417.50	86	55	472.19	72	95	534.29	5
16	417.79	81	56	473.03	106	96	535.07	15
17	420.	98	57	473.28	114	97	536.79	8
18	423.34	115	58	473.33	68	98	537.37	12
19	426.64	116	59	474.38	73	99	545.	52
20	426.88	49	60	474.69	97	100	552.77	119
21	426.94	65	61	476.25	21	101	557.15	105
22	431.41	50	62	477.34	34	102	562.	24
23	431.50	117	63	477.50	25	103	563.92	41
24	432.50	56	64	478.13	47	104	567.03	63
25	432.66	111	65	480.	113	105	569.38	14
26	434.63	59	66	480.34	80	106	571.	36
27	436.25	70	67	481.88	62	107	571.25	91
28	436.78	84	68	487.21	30	108	578.44	101
29	437.50	90	69	487.50	55	109	588.02	60
30	440.	28	70	487.93	67	110	590.47	16
31	440.	51	71	495.69	40	111	597.75	3
32	443.16	95	72	497.81	13	112	598.37	69
33	446.43	100	73	501.07	66	113	604.66	2
34	449.91	6	74	504.38	46	114	604.69	22
35	450.	53	75	505.	43	115	634.63	9
36	451.17	39	76	505.06	77	116	644.31	19
37	451.43	76	77	506.21	71	117	655.44	7
38	452.34	33	78	506.67	85	118	657.37	11
39	455.	61	79	506.88	44			
40	456.88	38	80	507.81	92			

The foregoing table shows that the average yearly salary of female teachers during the year 1920-21 ranged from $326.75 to $657.37. A further study of this table is found on page 96.

Summary of Yearly Salaries of Female Teachers, 1913-20
TABLE XXXIX

This table shows that the average yearly salary of female teachers ranged in the respective districts from $326.75 to $657.37. It also shows that the average yearly salary of female teachers in

118	districts	was	less	than	$660.
112	"	"	"	"	600
99	"	"	"	"	550
72	"	"	"	"	500
60	"	"	"	"	475
34	"	"	"	"	450
18	"	"	"	"	425
9	"	"	"	"	400
5	"	"	"	"	375
2	"	"	"	"	350
1	"	"	"	"	330

Summary of Yearly Salaries of Female Teachers 1920-21
TABLE XL, on the following page.

This table shows that the average yearly salary of female teachers ranged in the respective districts from $640 to $1313.18. It also shows that the average yearly salary in

113	districts	was	less	than	$1325.
112	"	"	"	"	1250
105	"	"	"	"	1150
96	"	"	"	"	1100
92	"	"	"	"	1050
84	"	"	"	"	1000
77	"	"	"	"	950
57	"	"	"	"	900
52	"	"	"	"	850
38	"	"	"	"	800
24	"	"	"	"	750
9	"	"	"	"	700
2	"	"	"	"	650

Comparative Study of Yearly Salaries of Female Teachers

	1913-20	1920-21
Average yearly salary of all female teachers	$484.34	853.07
Median yearly salary of all female teachers	474.58	840.

In concluding this part of our study, extracts of a report of the National Education Association's Committee on Teachers' Salaries presented by Mr. D. B. Waldo, President of the State Normal School, Kalamazoo, Michigan, at the meeting of the National Educational Association at Des Moines in July this year, are most appropriate. This report says in part:

The least training of any teacher should be "equivalent to high school graduation and two years or more of professional training in addition.

"America's greatest educational need is a trained teacher for every

TABLE XL

Salaries of Female Teachers
Average Yearly Salary of Each
1920—1921
RANK: FROM LOWEST TO HIGHEST

Rank	Salary	Dist.	Rank	Salary	Dist.	Rank	Salary	Dist
1	0	24	41	790.	100	81	945.	22
2	0	33	42	790.	113	82	945.	41
3	0	48	43	797.50	89	83	960.	49
4	0	85	44	800.	20	84	987.50	52
5	0	115	45	800.	59	85	990.	13
6	640.	42	46	800.	66	86	990.	26
7	640.	102	47	800.	70	87	990.	30
8	675.	28	48	800.	76	88	990.	88
9	680.	6	49	800.	83	89	990.	101
10	680.	56	50	800.	112	90	1000.	25
11	680.	78	51	800.	58	91	1000.	82
12	680.	90	52	810.	44	92	1000.	106
13	680.	116	53	810.	53	93	1000.	110
14	682.50	74	54	810.	86	94	1026.	54
15	700.	99	55	810.	108	95	1035.	57
16	701.20	79	56	810.	117	96	1040.	34
17	720.	27	57	840.	71	97	1045.28	9
18	720.	39	58	855.	55	98	1057.50	36
19	720.	46	59	871.75	120	99	1080.	16
20	720.	50	60	875.	93	100	1080.	91
21	720.	62	61	880.	61	101	1091.25	119
22	720.	65	62	888.75	12	102	1120.	97
23	720.	84	63	900.	3	103	1125.	18
24	720.	98	64	900.	10	104	1125.	23
25	720.	103	65	900.	17	105	1125.	63
26	720.	109	66	900.	35	106	1125.	68
27	720.	111	67	900.	40	107	1125.	92
28	725.	31	68	900.	43	108	1140.	5
29	744.50	47	69	900.	64	109	1145.	15
30	760.	21	70	900.	67	110	1147.50	11
31	760.	38	71	900.	72	111	1193.55	69
32	760.	45	72	900.	75	112	1166.	2
33	760.	80	73	900.	77	113	1170.	8
34	760.	81	74	900.	87	114	1200.	107
35	760.	104	75	900.	94	115	1201.	60
36	765.	1	76	900.	96	116	1225.	14
37	765.	4	77	900.	114	117	1232.91	19
38	765.	29	78	920.	32	118	1313.18	7
39	765.	73	79	920.	51			
40	785.	95	80	930.	105			

The foregoing table shows that in 1920-21 there were but 5 districts that did not employ female teachers. It also shows that the average yearly salary of female teachers during this year ranged from $640 to $1313.18. A further study of this table is found on page 96.

child. To reach this goal, the members of the teaching profession in America must—

1. Make use in season and out of season of legitimate, effective publicity and propaganda.

2. We ourselves must see to it that needed legislation is enacted which will require a decent minimum of training for all who are permitted to enter the teaching profession.

3. Superintendents, principals, and high school teachers must comprehend the problem as a whole and exercise such influence that a fair percentage of the best boys and girls in the upper quartile of our high-school senior classes shall be attracted into teaching service.

4. The state must provide the teacher-training institutions of college rank properly equipped and supported, and numerous enough to insure within a reasonable period—five years—a trained teacher for every child.

5. The public must everywhere accord to the teaching profession a decent degree of social recognition.

6. There will be a shortage of trained teachers until such time as compensation is adequate to make the profession attractive.

Adequate compensation must be sufficient to provide—

1. A living which includes food, clothing, housing, laundry, incidental essentials, medical, dental and surgical care, insurance, church, legitimate charity expense, and all desirable facilities for wholesome recreation and the promotion of health.

2. Social and professional growth, including expenditures for social life, including association with the attractive personalities of one's community, reading matter, music, art, expense of educational associations and meetings, travel, and professional training in institutions of learning.

3. For a high percentage of all teachers, women as well as men, especially those who have been in the profession five years or more, compensation for the support of members of the family or other dependents.

4. An annual surplus for investment. A teacher who has served faithfully and invested thriftily for a period of thirty or thirty-five years should have a living income from investments. The teacher is entitled to a return for the investment of time and cash involved in preparation for professional duties.

"The average salary in the United States is still pitifully inadequate. It is not sufficient to attract enough high-grade young men and women into the profession to do the job which must be done. This inadequacy is not due to national poverty. We are not poor. We are rich.

"There is indubitable evidence of the ability of the United States to pay adequate salaries to the teachers of our public schools. This evidence may be enumerated under four heads.

1. Census reports each decade indicate a tremendous annual production of new wealth, and for the year 1920 an enormous sum total of all wealth. Our total measurable wealth is estimated at the sum of $300,000,000,000, We produce $60,000,000,000 in new wealth annually. Farm values, including lands and buildings, increased from

$30,001,000,000 in 1910 to $67,795,000,000 in 1920.

2. State and federal reports of banks' savings deposits are a definite index to vast accumulations and indicate tremendous wealth. Banks' savings deposits in Michigan stood at $134,924,000 in 1907. In 1920 savings deposits for this same commonwealth stood at $525,671,000, an increase of 296 per cent. For every single year from 1907 to 1920 banks' savings deposits in Michigan show an increase over the preceding year.

3. Another sure index of rapidly increasing wealth is shown in the net incomes of corporations. In 1910 this total net income for Michigan was $95,666,000. In 1918 this total net income of all corporations in Michigan amounted to $338,729,000.

4. That our ability to adequately support a system of public schools is limited only by our desire for public school service, is clearly indicated in our expenditure for luxuries. Miss Edith Strauss, head of the Women's Activity Division of the Department of Justice, in the high cost of living campaign, compiled statistics which would indicate that the average family has been spending $348 a year for luxuries. Included in the total amount is $2,110,000,000 spent for tobacco ($800,000,000 for cigarettes, $800,000,000 for loose tobacco and snuff, and $510,000,000 for cigars). The total expenditure for automobiles is put down at $3,000,000,000. The total amount spent for candy is $1,000,000,000, for soft drinks $350,000,000, for chewing gum $50,000,000, for perfume and cosmetics $750,000,000 and for furs $300,000,000. It seems to be as clear as daylight that we have not reached the limit of wise expenditure for public school education when our schools, public and private, cost less than one-half of our annual tobacco bill.

"The demand for trained teachers is greater than at any time in the history of our public school system. The effective publicity campaign of the National Educational Association, the wholesale exposition in the public press and in standard periodicals of the actual teacher situation in our public schools, has led to the increased demand for better teaching. The public is not yet asking for a trained teacher for every child, but we are rapidly approaching that goal.

"While the demand has been increasing, the supply is still lamentably low. The reports of the Bureau of Education and the bulletins of the National Educational Association Commission on the emergency in education reveal great masses of immature, untrained and incompetent teachers in our public schools. The folly of entrusting school children to the incompetent and the waste due to the large annual turnover in our public school teaching force, call for no discussion before this body. There is appalling waste in a large part of our public school system due to incompetent teaching.

"The discussion of this waste must be before the public, and especially before organized groups of men and women in local communities everywhere throughout the American commonwealth. Through this discussion we must increase the demand for teachers who are really fit to do the job.

"While we must constantly emphasize the importance of training and of adequate compensation to reward the trained teacher, we may

expedite matters by legislating the untrained out of the profession. In Michigan a boy or girl eighteen years of age, who can pass a third grade examination may be certificated to teach after a minimum of six weeks of professional training. Through new legislation. in five years from the present time, no person will be certificated to teach whose training represents less than graduation from an approved high school and one year of professional training in addition thereto. The time has come when by legislative enactment, it should be made illegal for a commonwealth to intrust the training of its school children to those who have made no adequate preparation for the work. The competition of the incompetent at the present time unquestionably affects the general level of our salary schedule for the nation as a whole, and it seems clear that we must wage an unending fight until victory is won.

"It seems clear to the committee that if we are to attract into the teaching profession a fair percentage of the best boys and girls who are graduating each year from high school, we must insist upon a living minimum salary with a rapid annual increase during the first four or five years of service. It has been clearly demonstrated that we can not attract enough young people into the profession to keep the ranks filled on the basis of apprenticeship schedules for the early years.

"It is more important, however, that we shall insist upon adequate compensation for those who have served a decade and have indicated their intention of remaining permanently in the public school service. These people constitute the backbone of the teaching force in nearly all communities, and must be paid if they are to be retained at a maximum of efficiency. Their salaries are still all too meager. Teachers accumulate dependents with lengthened years in the service. The mature teacher must be more adequately compensated and liberal salary schedules should reward extended cultural and professional training. We must have special rewards for the especially gifted teachers. The compensation of superior teachers in every public school system should be recognized more generally in terms of cash.

"Here and there throughout the country, and for most part in recent years, cities have adopted the policy of paying grade teachers compensation equivalent to that paid high school teachers where training, experience and skill are equivalent. This practice rests on a sound basis. The movement is bound to move rapidly during the next decade, and is entitled to our cordial support."

Physical Health of The Pupils in The Rural Public Schools

ARTICLE XXI. SECTION 6941, PAGE 108-109, 1921-22 SCHOOL LAWS OF NEBRASKA, provides that;

"It shall be the duty of every teacher engaged in teaching in the schools of the state, separately and carefully, to test and examine every child under his jurisdiction to ascertain if such child is suffering from defective sight or hearing or diseased teeth, or breathes through its mouth. If such test determines that any child has such defect, it shall be the duty of the teacher to notify, in writing, the parent of the child, of such defect and explain to such parent the necessity of medical attendance for such child.

Another part of the same section provides that:

"During the first month of each school year, after the opening of school, teachers must make the tests required by this act upon the children then in attendance at school; and thereafter as children enter school during the year, such tests must be made immediately upon their entrance."

In accordance with the provisions of this act, the teachers of the rural schools filed with the county superintendent at the beginning of the school year 1920-21, reports on the condition of the health of the pupils in their respective schools. These reports show the following facts:

Pupils enrolled .... 1535.
Pupils examined .... 1417.
    Per cent of pupils enrolled examined 92.3
Pupils having defective eyes .... 287.
    Per cent of pupils examined having defective eyes 20.2
Pupils having defective ears .... 119.
    Per cent of pupils examined having defective ears 8.4
Pupils having defective nose or throat .... 375.
    Per cent of pupils examined having defective nose or throat 26.4
Pupils having defective teeth .... 587.
    Per cent of pupils examined having defective teeth 41.4
Pupils having both defective eyes and ears .... 65.
    Per cent of pupils examined having defective eyes and ears 4.6
Pupils having defective eyes and nose or throat or any two of these 95.
    Per cent of pupils examined having defective eyes and nose or throat or any two of these 3.5
Pupils having defective eyes and teeth .... 150.
    Per cent of pupils examined having defective eyes and teeth 10.5
Pupils having defective ears and nose or throat .... 51.
    Per cent of pupils examined having defective ears and nose or throat, ... 3.5
Pupils having defective ears and teeth .... 66.
    Per cent of pupils examined having defective ears and teeth 4.6
Pupils having defective nose or throat and teeth .... 144.
    Per cent of pupils examined having defective nose or throat and teeth 10.1
Pupils having defective eyes, ear, and nose or throat .... 57.
    Per cent of pupils examined having defective eyes, ears, and nose or throat, ... 4.

Pupils having defective eyes, nose or throat and teeth	71
Per cent of pupils examined having defective eyes, nose or throat and teeth,	5.
Pupils having defective eyes, ears, and teeth	33
Per cent of pupils examined having defective eyes, ears, and teeth,	2.3
Pupils having defective ears, nose or throat and teeth,	59
Per cent of pupils examined having defective ears, nose or throat and teeth,	4.1
Pupils having all these defects,	31
Per cent of pupils examined having all these defects,	2.1

The preceding summary of the physical health of the rural school children of Buffalo County obtained through a casual examination by a person who in nearly every instance has had little or no medical training whatsoever, reveals a tremendous need for better health education. Furthermore, since these teachers could make no examination of the heart, lungs, and other vital organs, one can scarcely imagine how many more defects than noted above a skilled medical diagnostician could find if he were to perform the health inspection.

In our study of the aims of education on page 7, the following quotation from a leading educational authority was given:

"The examination of our drafted men between twenty-one and thirty-one, in their prime, showed that twenty-nine in every one hundred were physically unfit for military service, while thousands accepted soon developed tuberculosis, heart trouble, and other diseased conditions under the rigors of military training—evidence of our neglect of effective health education."

The physical health of the rural children of Buffalo County as revealed by the above summary is such that unless an effective campaign for better health is launched and conscientiously carried out, the health of the rural young men ten years hence will be no better than that revealed by the draft during the war.

The present law, quoted at the beginning of this part of the study, requiring the teacher to perform the health examinations of the pupils of her school is entirely inadequate to meet the situation. The teacher has performed her full duty when she has performed the examination and informed the parents of the physical defects she has discovered. The assumption is that the parents will immediately have the defect corrected as soon as informed of its existence. However, most parents fail to recognize the significance of the defects and either treat lightly or postpone indefinitely the correction of the defect.

The Remedy

The only effective and economical method of dealing with this problem of health education is to employ a county nurse whose sole work shall consist(1) in eliminating physical defects of school children and (2) in educating all the people to want and to maintain a higher standard of daily health.

The salary attached to the office of county nurse should be large enough to attract a very highly trained professional nurse who has special training in public health and sanitation and who holds that the function

of public education is as previously pointed out, four fold: "First to secure and maintain perfect health; second, to give the individual ability to do his work better; third, to make the individual a more effective citizen, and, fourth, to teach the individual the most wholesome use of leisure time.

It goes without saying that such a county nurse should be provided with full and complete office equipment together with all the facilities necessary for the full performance of her duties.

Summary of Cost of Schools, 1913–1920

TABLE XLI, on following page.

During the period 1913-20, inclusive, the average yearly total cost of schools in the different districts varied from $387.65 to $61,912.55.

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111 schools ran at a yearly cost of less than $3000.
107    "    "    "    "    "    "    "    "    "    2500.
105    "    "    "    "    "    "    "    "    "    2000.
101    "    "    "    "    "    "    "    "    "    1500.
 93    "    "    "    "    "    "    "    "    "    1000.
 80    "    "    "    "    "    "    "    "    "     750.
 70    "    "    "    "    "    "    "    "    "     700.
 40    "    "    "    "    "    "    "    "    "     600.
 30    "    "    "    "    "    "    "    "    "     550.
 13    "    "    "    "    "    "    "    "    "     500.
  3    "    "    "    "    "    "    "    "    "     450.
  1    "    "    "    "    "    "    "    "    "     400.

7 schools ran at a yearly total cost of more than $3000.
 5    "    "    "    "    "    "    "    "    "      7500.
 4    "    "    "    "    "    "    "    "    "     10000.
 3    "    "    "    "    "    "    "    "    "     14000.
 1    "    "    "    "    "    "    "    "    "     61500.
```

The yearly total cost of schools includes every cent the schools cost the district during the year. It includes teachers' salaries, repairs, fuel, library books, textbooks, supplies, furniture, interest, and in many cases payment or part payment of debts, and in a few instances janitors' wages. When we consider this very limited capital invested in educational institutions of the community each year, one marvels that any results at all could possibly be produced. All this means that 28 schools have each run their community educational plant at a yearly total cost of less than a new Ford in 1921, and that 45 of the schools have each run at a total yearly cost of less than the cost of a new Ford with a "starter" in 1921. If an extra tire were taken out with a new Ford in 1921, the cost of the Ford would be greater than the yearly total cost of conducting the schools in 48 districts. The cost of two new Fords without self-starters and without extra tires is greater in 1921 than the average yearly total cost conducting each of 94 schools of the county each year during the last 8 years. If these two new Fords were equipped with self-starters and extra tires their cost would be greater in 1921 than the total cost of conducting each of 98 of the 118 schools in the county each year during the last 8 years. Hence, since nearly every rural family in Buffalo County has either a Ford, or an automobile costing more than a Ford, it means that the average family in the respective districts spent more each year on its automobiles than the said districts spent to educate all the children of the district.

TABLE XLI

Average Yearly Total Cost of Schools

1913–1920

RANK: FROM LOWEST TO HIGHEST

Rank	Cost	Dist.	Rank	Cost	Dist.	Rank	Cost	Dist
1	$387.65	58	41	600.55	113	81	767.32	96
2	411.55	102	42	605.61	93	82	777.17	30
3	416.75	99	43	607.34	6	83	777.61	18
4	450.55	31	44	609.36	80	84	781.53	88
5	459.03	100	45	612.21	28	85	783.11	57
6	461.36	111	46	616.86	76	86	808.98	92
7	466.04	89	47	617.12	82	87	813.73	46
8	468.39	27	48	618.24	44	88	840.33	66
9	473.97	116	49	632.32	109	89	858.86	29
10	481.56	110	50	632.89	107	90	869.61	71
11	486.42	42	51	639.51	45	91	888.56	5
12	491.13	103	52	648.63	104	92	907.77	23
13	492.28	86	53	649.95	35	93	932.29	63
14	501.07	98	54	654.84	20	94	1026.81	91
15	502.04	74	55	656.41	25	95	1096.72	10
16	502.33	1	56	661.09	94	96	1191.86	36
17	512.17	65	57	664.45	72	97	1196.80	3
18	515.54	51	58	665.28	85	98	1219.14	106
19	516.49	115	59	666.60	52	99	1337.58	13
20	516.67	95	60	667.17	97	100	1413.84	47
21	517.14	84	61	668.31	75	101	1429.31	16
22	525.25	70	62	670.33	34	102	1589.04	101
23	525.48	73	63	671.79	120	103	1654.57	22
24	526.95	79	64	678.52	26	104	1906.52	14
25	529.55	112	65	681.68	43	105	1910.71	8
26	531.50	50	66	682.43	67	106	2407.26	41
27	532.04	78	67	682.56	62	107	2419.36	60
28	535.18	61	68	685.36	64	108	2553.33	15
29	543.59	39	69	687.37	17	109	2747.01	119
30	546.66	90	70	696.26	4	110	2786.01	11
31	555.46	38	71	705.55	114	111	2905.07	12
32	557.45	55	72	716.12	68	112	3021.85	105
33	559.41	83	73	717.93	40	113	3467.01	54
34	559.44	56	74	724.63	48	114	7654.34	9
35	561.17	108	75	736.91	77	115	10211.07	2
36	562.79	117	76	742.14	49	116	14174.32	69
37	563.04	81	77	742.61	21	117	14714.95	19
38	570.25	59	78	746.51	32	118	61912.55	7
39	580.61	87	79	748.20	24			
40	599.43	33	80	749.69	53			

This table shows that the average yearly total cost of schools in 1913-1920 ranged in the respective districts from $387.65 to $61,912.55. A further study of this table is found on page 103.

TABLE XLII
1913-1920

Showing the average number of days school was actually open; the number of days it could have been open and produced the same or greater results if every child enrolled had been compelled to attend every day school was open; and the number of days and months each district could thus have shortened its term of school.

Dist.	Length of Term	Length of Term Needed to Produce Same Results	Days Term Could Have Been Shortened	Months Term Could Have Been Shortened
1	154.6	130.2	24.4	1.2
2	175.4	156.1	19.3	.9
3	171.5	136.1	35.4	1.7
4	163.8	127.5	36.3	1.8
5	173.	136.7	36.3	1.8
6	160.8	111.8	49.	2.4
7	175.1	133.6	41.5	2.
8	174.9	125.7	49.2	2.4
9	177.	123.9	53.1	2.6
10	173.9	93.6	80.3	4.
11	172.4	129.7	42.7	2.1
12	176.4	88.8	87.6	4.3
13	173.1	109.9	63.2	3.1
14	174.9	134.7	40.2	2.
15	167.6	122.1	45.5	2.2
16	171.4	117.7	43.7	2.1
17	175.	125.5	49.5	2.4
18	176.4	129.7	46.7	2.3
19	175.	142.5	32.5	1.6
20	163.5	103.6	59.9	2.9
21	156.5	115.4	41.1	2.
22	175.8	126.2	49.6	2.4
23	159.4	126.4	33.	1.6
24	168.5	128.8	39.7	1.9
25	157.8	114.	43.8	2.1
26	170.8	112.	58.8	2.9
27	153.8	92.3	61.5	3.
28	163.6	115.4	48.2	2.4
29	167.	122.	45.	2.2
30	174.3	112.6	61.7	3.
31	142.9	86.8	56.1	2.8
32	152.9	106.3	46.6	2.3
33	159.8	111.3	48.5	2.4
34	162.5	107.5	55.	2.7
35	169.8	123.4	46.4	2.3
36	176.4	111.8	64.6	3.2
37*				
38	163.8	114.7	49.1	2.4
39	159.	96.1	62.9	3.1
40	169.8	108.9	60.9	3.
41	174.	121.7	52.3	2.6
42	158.5	97.8	60.7	3.
43	171.	121.3	49.7	2.4
44	177.4	114.9	52.5	2.6
45	165.5	107.9	57.6	2.8
46	167.6	108.7	58.9	2.9
47	173.6	127.3	46.3	2.3
48	176.	111.2	64.8	3.2
49	158.6	106.9	51.7	2.5
50	154.1	87.1	67.	3.3
51	155.9	87.2	68.7	3.4
52	169.8	115.7	54.1	2.7
53	170.1	116.3	53.8	2.6
54	173.8	127.1	46.7	2.3

*School Discontinued

TABLE XLII, continued

Dist.	Length of Term	Length of Term Needed to Produce Same Results	Days Term Could Have Been Shortened	Months Term Could Have Been Shortened
55	168.4	109.3	59.1	2.9
56	156.5	99.6	56.9	2.8
57	165.	113.6	51.4	2.5
58	139.3	70.3	69.	3.4
59	155.5	89.9	65.6	3.2
60	171.6	126.3	45.3	2.2
61	156.	120.	36.	1.8
62	160.5	101.3	59.2	2.9
63	176.	120.8	55.2	2.7
64	171.3	98.4	72.9	3.6
65	154.4	106.8	47.6	2.3
66	162.	94.4	67.6	3.3
67	169.4	127.2	42.2	2.1
68	157.5	100.6	56.9	2.8
69	178.8	146.2	32.6	1.6
70	158.9	108.6	50.3	2.5
71	157.6	93.5	64.1	3.2
72	169.5	93.	76.5	3.8
73	159.4	74.9	84.5	4.2
74	144.5	93.2	51.3	2.5
75	176.8	121.7	55.1	2.7
76	154.5	96.8	57.7	2.8
77	170.8	104.8	66.	3.3
78	160.5	91.8	68.7	3.4
79	145.8	95.8	50.	2.5
80	158.3	92.6	65.7	3.2
81	157.8	97.3	60.5	3.
82	152.8	91.3	61.5	3.
83	153.5	90.2	63.3	3.1
84	161.	125.2	35.8	1.7
85	155.3	102.6	52.7	2.6
86	152.8	99.6	53.2	2.6
87	157.1	103.9	53.2	2.6
88	168.	112.3	55.7	2.7
89	132.6	85.3	47.3	2.3
90	157.6	97.2	60.4	3.
91	177.6	132.	45.6	2.2
92	177.8	100.3	77.5	3.8
93	167.4	106.3	61.1	3.
94	176.8	104.8	72.	3.6
95	156.1	107.4	48.7	2.4
96	180.3	112.2	68.1	3.4
97	156.	115.1	40.9	2.
98	148.9	91.5	57.4	2.8
99	144.4	47.8	96.6	4.8
100	154.4	94.2	60.2	3.
101	177.3	120,	57.3	2.8
102	154.	72.4	81.6	4.
103	152.4	93.6	58.8	2.9
104	145.8	100.7	45.1	2.2
105	173.4	138.2	35.2	1.7
106	170.8	108.3	62.5	3.1
107	156.9	88.1	68.8	3.4
108	177.3	133.9	43.4	2.1
109	168.5	141.5	27.	1.3
110	157.	102.9	54.1	2.7
111	157.8	106.1	51.7	2.5
112	151.9	86.8	65.1	3.2
113	158.5	118.6	39.9	1.9
114	173.8	96.6	77.2	3.8
115	152.	95.5	56.5	2.8
116	151.1	91.9	59.2	2.9
117	161.6	122.	39.6	1.9
118*				
119	178.5	138.9	39.6	1.9
120	157.9	112.3	45.6	2.2

* School discontinued.

TABLE XLIII

Number of Days School Term Could Have Been Shortened

1913—1920

Rank: From Lowest to Highest

Rank	days	Dist.	Rank	days	Dist.	Rank	days	Dist.
1	19.3	2	41	48.7	95	81	59.9	20
2	24.4	1	42	49.	6	82	60.2	100
3	27.	109	43	49.1	38	83	60.4	90
4	32.5	19	44	49.2	8	84	60.5	81
5	32.6	69	45	49.5	17	85	60.7	42
6	33.	23	46	49.6	22	86	60.9	40
7	35.4	3	47	49.7	43	87	61.1	93
8	35.2	105	48	50.	79	88	61.5	27
9	35.8	84	49	50.3	70	89	61.5	82
10	36.	61	50	51.3	74	90	61.7	30
11	36.3	4	51	51.4	57	91	62.5	106
12	36.3	5	52	51 7	49	92	62.9	39
13	39.6	117	53	51.7	111	93	63.2	13
14	39.6	119	54	52.3	41	94	63.3	83
15	39.7	24	55	52.5	44	95	64.1	71
16	39.9	113	56	52.7	82	96	64.6	36
17	40.2	14	57	53.1	9	97	64.8	48
18	40.9	97	58	53.2	86	98	65.1	112
19	41.1	21	59	53.2	87	99	65.6	59
20	41.5	7	60	53.8	53	100	65.7	80
21	42.2	67	61	54.1	52	101	66.	77
22	42.7	11	62	54.1	110	102	67.	50
23	43.4	108	63	55.	34	103	67.6	66
24	43.7	16	64	55.1	75	104	68.1	96
25	43.8	25	65	55.2	63	105	68.7	51
26	45.	29	66	55.7	88	106	68.7	78
27	45.1	104	67	56.1	31	107	68.8	107
28	45.3	60	68	56.5	115	108	69.	58
29	45.5	15	69	56.9	56	109	72.	94
30	45.6	91	70	56.9	68	110	72.9	64
31	45.6	120	71	57.3	101	111	76.5	72
32	46.3	47	72	57.4	98	112	77.2	114
33	46.4	35	73	57.6	45	113	77.5	92
34	46.6	32	74	57.7	76	114	80.3	10
35	46.7	18	75	58.8	26	115	81.6	102
36	46.7	54	76	58.8	103	116	84.5	73
37	47.3	89	77	58.9	46	117	87.6	12
38	47.6	65	78	59.1	55	118	96.6	99
39	48.2	28	79	59.2	62			
40	48.5	33	80	59.2	116			

This table shows the number of days the school term could been have shortened in the respective districts and the same or greater results produced. A further study of this table is found on page 108.

How Much Money The Schools Wasted

It was pointed out in our study of the enrollment and the average daily attendance that the length of term of the respective districts could have been shortened and the same or greater results produced and at a less cost.

In the accompanying tables are shown the length of term of the respective districts; how long a term in each of these districts could have produced the same results; the number of days and months the term could have been shortened in each district and the same results produced.

Summary of Number of Days Term Could Have Been Shortened Each Year 1913-1920 Inclusive, and The Same or Greater Results Produced, Table XLIII.

From these figures it is found that the same or greater results could have been produced even though

117 schools had shortened the term 20 days or more.

102	"	"	"	"	"	40	"	"	"
70	"	"	"	"	"	50	"	"	"
37	"	"	"	"	"	60	"	"	"
10	"	"	"	"	"	70	"	"	"
5	"	"	"	"	"	80	"	"	"
1	"	"	"	"	"	90	"	"	"

Since the school month is made up of 20 days, that means that

117 schools could have shortened the term 1 month or more

102	"	"	"	"	"	"	2	"	"	"
70	"	"	"	"	"	"	2.5	"	"	"
37	"	"	"	"	"	"	3	"	"	"
10	"	"	"	"	"	"	3.5	"	"	"
5	"	"	"	"	"	"	4	"	"	"
1	"	"	"	"	"	"	4.5	"	"	"

Even though the school term had been shortened as indicated in the tables above, the total monthly cost of schools would still remained the same. Hence, it follows that each year during the last 8 years the same or greater results could have been produced if the school term had been shortened in the respective districts as pointed out in the foregoing tables and the cost of conducting these schools could at the same time have been reduced as shown in the following table.

TABLE XLIV

Money Wasted Each Year in Running Schools During Time Not Needed to Accomplish The Same Results as Were Produced
1913–1920
RANK: FROM LOWEST TO HIGHEST

Rank	Cost	Dist.	Rank	Cost	Dist.	Rank	Cost	Dist
1	79.18	1	41	195.67	55	81	270.19	94
2	101.69	109	42	197.22	87	82	276.10	30
3	115.25	84	43	198.91	43	83	277.85	107
4	123.58	61	44	201.52	104	84	279.06	73
5	138.05	108	45	203.87	56	85	279.09	99
6	139.45	117	46	206.93	75	86	285.22	77
7	151.55	111	47	208.28	18	87	286.53	46
8	152.24	113	48	209.84	81	88	289.35	96
9	158.66	65	49	210.35	90	89	291.76	64
10	162.25	95	50	213.06	52	90	293.26	63
11	166.63	38	51	215.89	39	91	300.82	72
12	166.64	89	52	218.24	102	92	314.32	114
13	166.69	110	53	218.49	44	93	351.41	66
14	166.87	70	54	221.87	93	94	353.62	92
15	171.09	67	55	223.02	45	95	354.42	71
16	171.57	86	56	226.15	85	96	365.57	16
17	175.69	97	57	227.43	34	97	377.62	47
18	176.33	24	58	227.49	112	98	437.03	22
19	177.13	31	59	227.77	32	99	437.21	36
20	178.56	35	60	227.78	51	100	438.29	14
21	178.64	74	61	228.18	78	101	446.96	106
22	179.26	100	62	230.63	76	102	489.15	13
23	180.61	28	63	231.08	83	103	507.04	10
24	181.11	79	64	231.87	50	104	510.73	119
25	182.05	33	65	232.88	29	105	513.84	101
26	183.41	25	66	233.88	26	106	538.07	8
27	185.85	6	67	237.97	53	107	614.41	105
28	186.32	116	68	240.44	19	108	639.79	60 ·
29	187.15	42	69	241.22	59	109	684.74	15
30	187.29	5	70	242.92	49	110	690.06	11
31	187.80	27	71	244.65	57	111	724.15	41
32	188.55	23	72	248.18	3	112	932.64	54
33	189.74	103	73	250.08	82	113	1124.49	2
34	190.08	4	74	252.03	62	114	1443.42	12
35	192.22	58	75	253.78	80	115	2296.90	9
36	192.74	115	76	258.37	40	116	2585.05	69
37	193.63	98	77	259.33	88	117	2733.55	19
38	194.52	120	78	259.40	68	118	14675.60	7
39	195.41	17	79	263.85	91			
40	195.62	21	80	267.60	48			

The preceding table shows the amount of money that could have been saved each year during the period 1913–20 by running the schools only for the time needed to produce the same results as were produced. A further study of this table is found on page 110.

Summary of Money That Could Have Been Saved Each Year, 1913-1920, by The Respective Districts

TABLE XLIV.

All schools would have saved $75.00 or more.

117	"	"	"	"	100.00	"	"
114	"	"	"	"	125.00	"	"
112	"	"	"	"	150.00	"	"
102	"	"	"	"	175.00	"	"
75	"	"	"	"	200.00	"	"
46	"	"	"	"	250.00	"	"
29	"	"	"	"	300.00	"	"
27	"	"	"	"	350.00	"	"
22	"	"	"	"	400.00	"	"
17	"	"	"	"	500.00	"	"
13	"	"	"	"	600.00	"	"
9	"	"	"	"	700.00	"	"
8	"	"	"	"	800.00	"	"
7	"	"	"	"	900.00	"	"
6	"	"	"	"	1100.00	"	"
4	"	"	"	"	2200.00	"	"
3	"	"	"	"	2500.00	"	"
1	"	"	"	"	14500.00	"	"

If every district in the county had run its schools on the business principle outlined above of cutting the school term to the length needed to have produced the same results as were produced in the respective districts, and had then made every pupil enrolled attend every day school was in session, all the districts in the county could have made a total yearly saving on their annual school budget of $54,688.53.

If the schools had practiced this sound business economy for the eight years, 1913–1920 inclusive, they would have saved the people of the county $437,508.24,

The total cost of conducting all the public schools of the county each year during the eight years, 1913-1920 inclusive, was $206,110.61. Hence, the money that Buffalo County wasted in 8 years through unbusiness-like school administration was more than enough to run all the schools of the county for two years.

In other words, during the 8 years 1913-1920 inclusive, Buffalo County wasted enough money through poor school management to purchase in 1921 six new Ford touring cars for each and every one of the 118 districts in the county.

Summary of Per Cent of Total Yearly Cost of Schools, Wasted, 1913-20

TABLE XLV

A comparison of the amount of money wasted through the above noted poor school administration each year during the eight years 1913-1920 inclusive, with the total amount spent for schools each year of this period shows that all districts wasted more than 10 per cent of money spent.

117	"	"	"	"	15	"	"	"	"	"
111	"	"	"	"	20	"	"	"	"	"
99	"	"	"	"	25	"	"	"	"	"
76	"	"	"	"	30	"	"	"	"	"
51	"	"	"	"	35	"	"	"	"	"
22	"	"	"	"	40	"	"	"	"	"
7	"	"	"	"	45	"	"	"	"	"
3	"	"	"	"	50	"	"	"	"	"
1	"	"	"	"	65	"	"	"	"	"

TABLE XLV
Per Cent of Total Yearly Cost of Schools Wasted
1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	Per Cent	Dist.	Rank	Per Cent	Dist.	Rank	Per Cent	Dist
1	11.	2	41	30.	9	81	36.9	48
2	15.7	1	42	30.	41	82	36.9	62
3	16.	109	43	30.3	33	83	37.2	81
4	18.2	69	44	30.5	32	84	37.3	76
5	18.5	19	45	30.6	6	85	37.3	115
6	18.5	119	46	30.9	65	86	37.7	96
7	20.3	105	47	31.	104	87	38.4	42
8	20.7	3	48	31.1	75	88	38.4	90
9	20.7	23	49	31 2	57	89	38.6	98
10	21.	5	50	31.4	63	90	38.7	77
11	22.2	84	51	31.4	95	91	38.8	100
12	22.9	14	52	31.7	53	92	39.	103
13	23.	61	53	31.7	70	93	39.3	31
14	23.5	24	54	31.9	52	94	39.3	116
15	23.7	7	55	32.3	101	95	39.7	39
16	24.	11	56	32.7	49	96	40.	27
17	24.6	108	57	32.8	111	97	40.5	82
18	24.7	117	58	33.1	88	98	40.7	71
19	25.	67	59	33.9	34	99	40.8	94
20	25.3	113	60	33.9	85	100	41.3	83
21	25.5	16	61	33.9	87	101	41.6	80
22	25.6	91	62	34.	45	102	41.8	66
23	26.3	21	63	34.3	79	103	42.3	59
24	26.3	60	64	34.4	26	104	42.7	64
25	26.3	97	65	34.6	110	105	42.8	78
26	26.4	22	66	34.8	86	106	42.9	112
27	26.6	18	67	35.	46	107	43.6	50
28	26.7	47	68	35.1	55	108	43.7	92
29	26.8	15	69	35.3	44	109	43.9	107
30	26.9	54	70	35.5	30	110	44.1	51
31	27.1	29	71	35.5	74	111	44.4	114
32	27.3	4	72	35.7	89	112	45.2	72
33	27.4	35	73	35.9	40	113	46.2	10
34	27.9	25	74	36.2	68	114	49.5	58
35	28.1	8	75	36.4	56	115	49.6	12
36	28.4	17	76	36.5	13	116	53.	102
37	28.9	120	77	36.6	36	117	53.1	73
38	29.1	43	78	36.6	93	118	66.9	99
39	29.5	28	79	36.6	106			
40	29.9	38	80	36.7	20			

This table shows the per cent of total yearly cost of schools that was wasted each year during the period 1913-20. A further study of this table is found on page 110.

TABLE XLVI

Average Daily Total Cost of Schools

1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	Cost	Dist.	Rank	Cost	Dist.	Rank	Cost	Dist.
1	2.67	102	41	3.69	87	81	4.54	92
2	2.78	58	42	3.73	94	82	4.65	88
3	2.88	99	43	3.74	28	83	4.67	49
4	2.92	111	44	3.75	33	84	4.74	21
5	2.97	100	45	3.75	109	85	4.74	57
6	3.04	27	46	3.77	6	86	4.85	46
7	3.06	42	47	3.78	75	87	4.88	32
8	3.06	110	48	3.78	113	88	5.13	5
9	3.13	116	49	3.82	35	89	5.14	29
10	3.15	31	50	3.84	80	90	5.18	66
11	3.16	108	51	3.86	45	91	5.29	63
12	3.21	84	52	3.91	72	92	5.51	71
13	3.22	86	53	3.92	17	93	5.69	23
14	3.22	103	54	3.92	52	94	5.78	91
15	3.25	1	55	3.97	26	95	6.30	10
16	3.29	73	56	3.98	43	96	6.75	36
17	3.30	51	57	3.99	76	97	6.97	3
18	3.30	70	58	4.	20	98	7.13	106
19	3.30	95	59	4.	64	99	7.72	13
20	3.31	55	60	4.02	67	100	8.14	47
21	3.31	78	61	4.03	77	101	8.33	16
22	3.31	65	62	4.03	107	102	8.96	101
23	3.36	98	63	4.05	114	103	9.41	22
24	3.39	38	64	4.11	48	104	10.90	14
25	3.39	115	65	4.12	34	105	10.92	8
26	3.41	39	66	4.15	25	106	13.83	41
27	3.43	61	67	4.22	40	107	14.09	60
28	3.44	50	68	4.25	4	108	15.23	15
29	3.46	90	69	4.25	120	109	15.38	119
30	3.47	74	70	4.25	62	110	16.16	11
31	3.47	117	71	4.26	96	111	16.46	12
32	3.48	44	72	4.27	97	112	17.42	105
33	3.48	112	73	4.28	85	113	19.94	54
34	3.51	89	74	4.31	77	114	43.24	9
35	3.57	56	75	4.40	18	115	58.21	2
36	3.61	93	76	4.40	53	116	79.27	69
37	3.61	79	77	4.44	24	117	84.08	19
38	3.63	81	78	4.44	104	118	353.57	7
39	3.64	83	79	4.45	30			
40	3.66	59	80	4.54	68			

This table shows the average daily total cost of the respective schools during the period 1913-1920. A further study of this table is found on page 113.

Summary of The Total Daily Cost of Schools
TABLE XLVI

Another way to consider the cost of schools is the cost of conducting the schools each day the respective schools were in session.   The accompanying table of this phase of the cost of education shows that of the 118 schools in the county

103 schools ran at a daily total cost of $10.00 or less.

99	"	"	"	"	"	"	"	"	8.00	"	"
94	"	"	"	"	"	"	"	"	6.00	"	"
87	"	"	"	"	"	"	"	"	5.00	"	"
79	"	"	"	"	"	"	"	"	4.50	"	"
57	"	"	"	"	"	"	"	"	4.00	"	"
33	"	"	"	"	"	"	"	"	3.50	"	"
15	"	"	"	"	"	"	"	"	3.25	"	"
5	"	"	"	"	"	"	"	"	3.00	"	"
1	"	"	"	"	"	"	"	"	2.75	"	"

15 schools ran at a daily total cost of $10.00 or more.

11	"	"	"	"	"	"	"	"	15.00	"	"
5	"	"	"	"	"	"	"	"	40.00	"	"
4	"	"	"	"	"	"	"	"	50.00	"	"
3	"	"	"	"	"	"	"	"	75.00	"	"
2	"	"	"	"	"	"	"	"	80.00	"	"
1	"	"	"	"	"	"	"	"	350.00	"	"

In order to make concrete the amount of money it has cost daily to run each of the schools of Buffalo County, we will compare the daily cost of schools with the cost of common farm and household articles. The prices of these are taken from the Montgomery Ward & Company Catalogue and Buyers Guide No.93.   According to this catalogue and guide:

The cheapest intermittent alarm clock, at $3.20, cost more than the daily cost of conducting each of eleven schools in the county.

The cheapest man's hat but two, at $3.48, cost more than the daily cost of conducting each of 31 schools of the county.

The cheapest child's high chair at $3.99, cost more than the daily cost of conducting each of 56 schools of the county.

The cheapest three-horse double tree at $4.10, cost more than the daily cost of conducting each of 63 schools of the county.

The cheapest pair of four-buckle overshoes at $4.12 cost more than the daily cost of each of 64 schools of the county.

Two dozen pairs of the cheapest husking mittens at $2.24 a dozen cost more than the daily cost of conducting each of 79 schools of the county.

The cheapest mounted grindstone at $7.65, cost more than the daily cost of conducting each of 98 schools of the county.

The cost of the cheapest gasoline lamp, such as is found in many farm homes, at $8.95, cost more than the daily cost of conducting 101 schools of the county.

The preceding facts as to the cost of conducting the respective schools of the county give no opportunity for the comparison of cost on any basis other than that of the district unit. Inasmuch as the different districts vary in area, in school population, and in wealth, this comparison shows nothing of the comparative efficiency with which the affairs of the different districts are conducted.   Hence, the following Summary: *(page 115)*

TABLE   XLVII

Average Yearly Cost Per Pupil in Average Daily Attendance
1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	Cost	Dist.	Rank	Cost	Dist.	Rank	Cost	Dist
1	26.96	97	41	47.33	7	81	62.56	111
2	31.45	82	42	48.66	27	82	62.75	74
3	31.99	23	43	48.76	110	83	63.19	9
4	33.50	109	44	48.95	32	84	65.24	49
5	33.51	26	45	49.50	75	85	65.53	101
6	34.12	85	46	49.53	54	86	65.64	86
7	35.42	24	47	50.85	90	87	65.85	102
8	36.48	34	48	50.93	66	88	66.73	73
9	37.24	113	49	51.34	91	89	67.23	20
10	37.64	79	50	51.92	17	90	68.16	1
11	37.68	35	51	51.93	19	91	68.55	77
12	37.79	55	52	52.37	81	92	68.89	95
13	37.81	5	53	52.39	103	93	68.91	58
14	37.97	57	54	52.45	3	94	71.70	89
15	38.64	63	55	52.69	30	95	72.34	22
16	38.68	43	56	52 97	36	96	75.26	114
17	38.91	83	57	53.29	45	97	75.50	29
18	38.98	67	58	53.42	94	98	76.91	32
19	39.03	84	59	53.69	72	99	77.04	92
20	40.61	64	60	54.35	44	100	77.70	96
21	41.21	18	61	54.99	51	101	77.96	115
22	41.44	56	62	55.02	112	102	78 02	11
23	41.78	69	63	55.40	80	103	78.99	117
24	41.85	59	64	55.64	100	104	79.14	88
25	42.51	16	65	55.75	39	105	79 38	99
26	42.88	70	66	55 94	60	106	89.75	93
27	43.01	119	67	55 95	50	107	81.65	53
28	43 36	52	68	56.	78	108	87.54	41
29	43.40	25	69	56.83	108	109	87.91	31
30	43.59	33	70	56.86	40	110	92.02	48
31	43.67	76	71	57.02	104	111	93.78	106
32	44.04	2	72	57.84	6	112	101.68	14
33	44.36	105	73	58.30	15	113	102.80	12
34	44.60	61	74	58.63	4	114	104.45	10
35	44.88	38	75	58.66	13	115	115.07	107
36	45.36	21	76	61.02	71	116	117.90	98
37	46.45	87	77	61.41	46	117	118.49	8
38	46.58	68	78	61.77	42	118	128.89	28
39	46.81	116	79	62.08	65			
40	47.14	120	80	62.49	47			

This table shows the cost of conducting the rural schools in terms of yearly cost per pupil in average daily attendance.   A further study of this table is found on page 115.

Summary of Average Yearly Cost Per Pupil in Average Daily Attendance Each Year, 1913-1920 Inclusive, Table XLVII.

This table shows that the average yearly cost of educating each pupil in average daily attendance each year for the period 1913-1920 inclusive ranged from $26.96 to $128.89. It further shows that to educate each pupil in average daily attendance each year costs

6	districts	from	$25.00	to	$34.99
26	"	"	35.00	"	44.99
26	"	"	45.00	"	54.99
22	"	"	55.00	"	64.99
12	"	"	65.00	"	74.99
12	"	"	75.00	"	84.99
4	"	"	85.00	"	94.99
3	"	"	95.00	"	104.99
0	"	"	105.00	"	114.99
3	"	"	115.00	"	124.99
1	"	"	125.00	"	134.99

Districts 2, 7, 9, 19, 69 are city schools which offered not only elementary education to their pupils at the respective costs indicated in this table but each of them also offered a full four year high school course for this cost. For this reason the following comparison is most interesting;

Average Yearly Cost Per Pupil for All Schools	$50.76
Median " " " " " " "	54.02
Yearly cost per pupil in District No. 9 (Elm Creek)	62.75
" " " " " " No. 19 (Shelton)	51.93
" " " " " " No. 7 (Kearney)	47.33
" " " " " " No. 2 (Gibbon)	44.04
" " " " " " No. 69 (Ravenna)	41.78
" " " " " " No. 11 (Buda)	78.02
" " " " " " No. 41 (Denman)	87 54
" " " " " " No. 12 (Odessa)	102.80

The last three named schools maintain struggling small high school classes in the lower high school grades.

The preceding comparative study shows that while most of the country schools are running at a very low total yearly and low total daily cost yet the yearly cost per pupil of giving a meager elementary schooling is in more than half the rural schools above the median yearly cost per pupil as well as above the average yearly cost per pupil. On the other hand in four of the five city schools the yearly cost per pupil in offering a twelfth grade education is less than the median yearly cost per pupil for the whole county. In three of the five city schools this yearly cost per pupil is less than the average yearly cost per pupil for the whole county.

This means that in terms of results the one-teacher schools, and the small two and three-teacher schools, while cheap in terms of total yearly cost are most expensive in terms of cost per pupil. Furthermore, these schools do not offer the educational opportunities to the children of the district that the larger school such as Numbers 2, 7, 9, 19 and 69 do.

This would indicate that to give the best educational opportunity to all the children at a minimum cost requires the abandonment of the present relatively small districts and the creating of a very much larger unit of organization than the present unit.

TABLE XLVIII

Total Cost Per Day Per Pupil in Average Daily Attendance

1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	Cost	Dist.	Rank	Cost	Dist.	Rank	Cost	Dist.
1	.17	97	41	.29	61	81	.40	111
2	.20	26	42	.29	91	82	.40	77
3	.20	109	43	.29	21	83	.40	65
4	.20	23	44	.30	68	84	.41	20
5	.20	36	45	.30	87	85	.41	22
6	.21	82	46	.30	17	86	.41	48
7	.21	24	47	.30	19	87	.41	49
8	.22	5	48	.30	120	88	.42	11
9	.22	63	49	.30	30	89	.42	73
10	.22	85	50	.30	94	90	.43	102
11	.22	35	51	.31	3	91	.43	86
12	.22	34	52	.31	44	92	.43	96
13	.22	55	53	.31	116	93	.43	92
14	.23	43	54	.31	66	94	.43	114
15	.23	57	55	.32	27	95	.43	74
16	.23	67	56	.32	72	96	.44	1
17	.23	18	57	.32	32	97	.44	95
18	.23	69	58	.32	108	98	.45	29
19	.23	113	59	.32	90	99	.47	88
20	.24	60	60	.33	31	100	.48	53
21	.24	64	61	.33	40	101	.48	62
22	.24	119	62	.34	13	102	.48	93
23	.24	84	63	.34	103	103	.49	117
24	.25	16	64	.35	15	104	.50	58
25	.25	2	65	.35	73	105	.50	41
26	.25	83	66	.35	39	106	.51	115
27	.26	52	67	.35	80	107	.52	47
28	.26	105	68	.35	51	108	.54	89
29	.26	79	69	.35	45	109	.55	99
30	.26	110	70	.36	4	110	.55	106
31	.26	56	71	.36	9	111	.58	14
32	.27	59	72	.36	6	112	.58	12
33	.27	70	73	.36	46	113	.60	10
34	.27	7	74	.36	100	114	.62	30
35	.27	33	75	.36	112	115	.68	8
36	.27	38	76	.36	50	116	.73	107
37	.28	25	77	.37	101	117	.79	28
38	.28	75	78	.39	71	118	.79	98
39	.28	76	79	.39	42			
40	.28	54	80	.39	104			

This table shows the daily cost per pupil in average daily attendance of conducting the respective schools of the county.

Summary 1913-1920 Daily Cost Per Pupil in Average Daily Attendance
TABLE XLVIII

This table shows that the daily cost per pupil in conducting the respective schools of the county during the period 1913-1920 ranged from 17 cents to 79 cents. It further shows that the daily cost per pupil of conducting the schools was as follows:

Daily cost per pupil in 23 districts ranged from 17 cents to 24 cents.
"   "   "   "   "   " 40   "   "   "   25   "   " 34   "
"   "   "   "   "   " 34   "   "   "   35   "   " 44   "
"   "   "   "   "   " 11   "   "   "   45   "   " 54   "
"   "   "   "   "   " 6   "   "   "   55   "   " 64   "
"   "   "   "   "   " 2   "   "   "   65   "   " 74   "
"   "   "   "   "   " 2   "   "   "   75   "   " 79   "

A study of Table XLVIII leads us to draw the same conclusions as have just been drawn from a study of Table XLVII.

The reason that the districts do not in all cases hold the same rank in Table XLVIII as they do in Table XLVII is accounted for by the fact that some districts had shorter terms than others.

In considering the amount the public is expending yearly per pupil in average daily attendance for the education of normal children, it is interesting to note the amount the public expends yearly for the education and care of each of its delinquents, defectives and dependents.

The following figures on the yearly cost per inmate of each of Nebraska's institutions for the education and care of its delinquents, defectives and dependents are taken from the ANNUAL PER CAPITA INMATE MAINTENANCE EXPENDITURE BASED ON EXPENDITURES FOR MAINTENANCE FOR PERIOD DECEMBER 1, 1916, TO DECEMBER 1, 1918, insert **D** in Nineteenth Biennial Report of the Superintendent of the State Industrial School, Kearney, Nebraska.

Nebraska Institution for Feeble-Minded Youth		$ 226.34
Girls' Industrial School		386.37
State Industrial School		361.87
Nebraska Soldiers' and Sailors' Home	(Burkett)	291.35
Soldiers' and Sailors' Home	(Milford)	386.89
Ingleside Hospital for the Insane	(Ingleside)	229.28
Nebraska Hospital for the Insane	(Lincoln)	235.34
Hospital for the Insane of Nebraska	(Norfolk)	229.73
Hospital for Tuberculosis		732.44
Orthopedic Hospital		812.46
State Penitentary		375.14
Nebraska Industrial Home		293.74
Nebraska School for the Blind		563.06
Nebraska School for the Deaf		382.24
Nebraska Home for Dependent Children		462.86

Average yearly cost per pupil in Buffalo County schools 1913-20 $50.76
Median   "   "   "   "   "   "   "   "   "   "   "   54.02

Yearly cost per pupil in District 9 (Elm Creek) $62.75
"   "   "   "   "   " 19 (Shelton)   51.93
"   "   "   "   "   " 7 (Kearney)   47.33
"   "   "   "   "   " 2 (Gibbon)   44.04
"   "   "   "   "   " 69 (Ravenna)   41.78

The purpose of this comparison is not to make it appear that the public is expending too much for the education and care of the unfortunate for it is unquestionably true that a still greater expenditure for the education and care of these delinquents, defectives, and dependents would redound to the improvement of society.

But this comparison does show that if a child is to receive the greatest possible public expenditure and attention for its education and care it must be born or developed into a defective, a deliquent,

TABLE XLIX
Average Assessed Valuation Per Pupil in Census
1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	As's'd. Val.	Dist.	Rank	As's'd. Val.	Dist.	Rank	As's'd. Val.	Dist
1	583.59	7	41	1185.50	84	81	1787.82	46
2	641.25	79	42	1186.13	100	82	1795.02	70
3	694.21	119	43	1190.01	2	83	1822.29	38
4	695.43	97	44	1190.68	80	84	1848.12	88
5	740.22	56	45	1195.12	102	85	1854.57	92
6	762.98	104	46	1201.37	57	86	1880.46	86
7	785.36	69	47	1221.95	75	87	1884.84	98
8	817.21	67	48	1242.32	103	88	1902.35	13
9	823.80	76	49	1275.61	42	89	1965.02	8
10	833.90	82	50	1282.18	78	90	1992.04	73
11	836.47	63	51	1303.07	109	91	2001.86	5
12	860.16	16	52	1305.09	59	92	2018.21	21
13	865.07	85	53	1315.20	93	93	2031.82	68
14	865.20	83	54	1320.92	71	94	2050.02	31
15	872.21	19	55	1339.30	66	95	2076.83	10
16	884.05	23	56	1363.98	74	96	2080.38	48
17	910.04	81	57	1394.78	44	97	2098.52	62
18	927.60	51	58	1397.87	25	98	2132.47	11
19	944.09	43	59	1416.12	55	99	2181.19	108
20	966.28	27	60	1416.52	89	100	2256.56	39
21	1004.22	24	61	1418.71	116	101	2322.50	29
22	1004.42	105	62	1463.99	18	102	2447.21	91
23	1006.	111	63	1468.67	52	103	2617.60	3
24	1024.63	41	64	1481.41	95	104	2662.92	36
25	1026.15	49	65	1484.93	50	105	2779.62	12
26	1033.24	26	66	1525.76	110	106	2841.15	47
27	1039.96	90	67	1554.43	60	107	2968.76	114
28	1060.94	54	68	1559.40	20	108	2972.44	22
29	1063.92	34	69	1586.04	17	109	3129.19	117
30	1066.63	72	70	1594.22	65	110	3139.35	106
31	1070.36	99	71	1609.05	101	111	3330.24	14
32	1092.03	9	72	1617.17	77	112	3338.32	96
33	1093.29	120	73	1621.26	53	113	3580.96	28
34	1097.56	112	74	1644.92	87	114	3719.15	94
35	1121.88	115	75	1652.96	15	115	4036.44	1
36	1132.77	64	76	1725.97	32	116	4193.83	107
37	1136.02	61	77	1729.02	113	117	4575.09	6
38	1141.25	40	78	1733.33	33	118	7641.18	4
39	1168.96	30	79	1761.58	58			
40	1173.90	35	80	1775.31	45			

This table shows the assessed valuation per pupil in the census in the respective districts during the period 1913-1920. A further study of this table is found on pege 119.

or a dependent. If the public would expend the same amount yearly
on the education of normal children to prevent the continuance and
spread of defectives, delinquents and dependents that it now does on
the education and care of its unfortunates, the improvement of
society and the nation that would come as a result would be beyond
anything that can be conjectured.

Inequality in Ability to Maintain High Standards of Education Shown by a Comparative Study of The Wealth of The Respective Districts.

SUMMARY of AVERAGE ASSESSED VALUATION PER PUPIL in CENSUS
1913-20,   TABLE XLIX.

A study of this table shows that the Assessed Valuation per Census
pupil varied in the respective districts as follows:
20 districts had less than $1000 Assessed Valuation per Census pupil.

65	"	"	"	"	1500	"	"	"	"	"
90	"	"	"	"	2000	"	"	"	"	"
102	"	"	"	"	2500	"	"	"	"	"
108	"	"	"	"	3000	"	"	"	"	"
112	"	"	"	"	3500	"	"	"	"	"
4	"	" more	"	4000	"	"	"	"	"
2	"	"	"	4500	"	"	"	"	"
1	"	"	"	7500	"	"	"	"	"

The above Summary shows that the effort required to maintain the
same standard is more than 13 times as great in some districts as in others.
Hence, under our present system of financing the schools, some districts
can maintain the highest standards with little or moderate effort while
others can maintain the standards only with the greatest effort.

Summary of Average Assessed Valuation Per Pupil in Average Daily Attendance. 1913-1920. Table L. (on following page.)

This table shows the assessed valuation per pupil in average daily
attendance varied in the respective districts from $997.92 to $13163.38. It
further shows that the average assessed valuation per pupil in daily attendance in the respective districts was as follows:

1	dist. had less than $1000 ass'd valuation per pupil in av.daily attendance
9	"	"	"	"	1500	"	"	"	"	"
22	"	"	"	"	2000	"	"	"	"	"
37	"	"	"	"	2500	"	"	"	"	"
54	"	"	"	"	3000	"	"	"	"	"
72	"	"	"	"	3500	"	"	"	"	"
31	"	" more	"	4000	"	"	"	"	"
25	"	"	"	4500	"	"	"	"	"
21	"	"	"	5000	"	"	"	"	"
18	"	"	"	5500	"	"	"	"	"
15	"	"	"	6000	"	"	"	"	"
11	"	"	"	7000	"	"	"	"	"
8	"	"	"	8000	"	"	"	"	"
6	"	"	"	9000	"	"	"	"	"
2	"	"	"	10000	"	"	"	"	"
1	"	"	"	13000	"	"	"	"	"

The above summary shows that while the ability to maintain the
same standard of schools as pointed out in our study of Table XLVIII
varies greatly in the different districts the actual efforts made in the respective districts to maintain a high standard of school vary very much
more.

For while the district that had the lowest amount of assessed
valuation per pupil in average daily attendance had but one-thirteenth the assessed valuation per pupil in average daily attendance
in the district that had the most assessed valuation back of each
pupil in average daily attendance, yet the district that had least
assessed valuation gave not only elementary education but the
best four years of high school education as well.

TABLE L

Average Assessed Valuation Per Pupil in Average Daily Attendance,
1913–1920
RANK: FROM LOWEST TO HIGHEST

Rank	As's'd. Val.	Dist.	Rank	As's'd. Val.	Dist.	Rank	As's'd. Val.	Dist
1	997.92	7	41	2665.01	71	81	3822.71	99
2	1012.04	119	42	2748.49	116	82	3826.98	95
3	1021.20	69	43	2749.94	78	83	3854.90	77
4	1056.89	19	44	2757.10	90	84	3889.03	110
5	1162.27	79	45	2790.15	35	85	3901.99	45
6	1197.69	97	46	2812.53	109	86	3947.10	102
7	1370.08	2	47	2823.33	30	87	3971.50	13
8	1384.37	16	48	2832.89	42	88	4081.09	8
9	1424.51	105	49	2841.09	18	89	4130.48	65
10	1506.00	67	50	2843.36	72	90	4161.72	50
11	1512.27	63	51	2930.33	103	91	4172.55	91
12	1567.49	9	52	2962.40	74	92	4459.82	92
13	1577.11	82	53	2969.50	64	93	4498.09	58
14	1596.97	56	54	2993.89	61	94	4540.92	29
15	1609.11	104	55	3024.74	17	95	4573.98	10
16	1633.09	54	56	3077.28	112	96	4739.94	73
17	1639.30	23	57	3156.50	93	97	4853.83	21
18	1774.51	86	58	3181.25	20	98	5062.80	39
19	1816.39	41	59	3206.73	80	99	5317.20	62
20	1818.32	76	60	3217.31	44	100	5457.49	22
21	1923.65	84	61	3230.30	33	101	5525.10	3
22	1947.92	83	62	3275.62	32	102	5650.54	117
23	2096.49	49	63	3279.64	5	103	5841.18	48
24	2129.92	111	64	3289.85	87	104	6021.17	36
25	2186.20	24	65	3296.19	113	105	6090.03	47
26	2187.89	60	66	3306.42	52	106	6283.05	14
27	2188.88	43	67	3317.82	66	107	6293.93	31
28	2198.35	57	68	3385.27	68	108	7428.52	98
29	2279.21	34	69	3414.62	100	109	7757.83	106
30	2308.84	26	70	3442.05	101	110	7998.59	94
31	2315.48	89	71	3444.30	55	111	8203.59	12
32	2347.83	115	72	3488.68	46	112	8333.21	6
33	2402.10	81	73	3505.43	53	113	9259.77	96
34	2409.96	75	74	3516.31	11	114	9340.81	107
35	2434.16	15	75	3516.78	70	115	9423.57	28
36	2483.43	27	76	3532.30	108	116	9982.	1
37	2484.92	40	77	3661.52	38	117	10127.97	114
38	2590.14	25	78	3698.25	85	118	13163.38	4
39	2656.50	120	79	3794.94	51			
40	2657.11	59	80	3811.29	88			

The preceding table shows the average assessed valuation per pupil in average daily attendance in the respective districts during the period 1913-1920. A further study of this table is found on page 119.

TABLE LI

Average Real Wealth* Behind Each Dollar Spent Yearly for All School Purposes
1913-1920

RANK: FROM LOWEST TO HIGHEST

Rank	Av. Wealth	Dist.	Rank	Av. Wealth	Dist.	Rank	Av. Wealth	Dist.
1	101.76	19	41	250.83	82	81	344.72	18
2	103.75	41	42	255.29	27	82	345.24	51
3	105.41	7	43	256.25	23	83	345.87	62
4	117.67	119	44	260.06	85	84	354.14	87
5	122.21	69	45	262.64	101	85	355.40	73
6	124.04	9	46	264.89	72	86	357.93	117
7	141.16	104	47	267.92	30	87	358.32	31
8	150.63	2	48	271.09	90	88	363.52	68
9	150.69	115	49	277.76	95	89	365.58	28
10	154.40	79	50	279.81	112	90	365.69	64
11	160.53	105	51	279.83	103	91	366.09	45
12	160.74	49	52	281.18	77	92	370.26	35
13	161.47	89	53	281.72	86	93	370.49	33
14	164.86	54	54	281.75	120	94	371.93	50
15	170.35	111	55	283.05	43	95	377.18	22
16	172.26	8	56	284.25	46	96	381.43	52
17	190.85	16	57	289.43	92	97	395.43	12
18	192.68	56	58	289.44	80	98	398.03	110
19	193.10	67	59	289.56	57	99	405.87	107
20	195.45	93	60	291.31	17	100	406.65	91
21	195.56	60	61	293.71	116	101	408.04	38
22	195.71	63	62	295.94	44	102	410.10	70
23	208.26	76	63	298.51	25	103	413.62	106
24	208.78	15	64	299.71	102	104	419.89	109
25	209.84	10	65	300.84	29	105	433.69	5
26	216.26	53	66	306.84	100	106	442.66	113
27	218.35	71	67	308.70	24	107	454.04	39
28	218.58	40	68	308.91	14	108	455.67	55
29	222.15	97	69	310.95	108	109	487.39	47
30	222.45	11	70	312.47	34	110	526.29	3
31	229.31	81	71	315.03	98	111	534.99	21
32	229.46	42	72	317.54	59	112	568.34	36
33	236.03	74	73	317.60	48	113	595.49	96
34	240.78	99	74	325.73	66	114	673.24	114
35	240.91	88	75	326.63	58	115	720.05	6
36	243.41	75	76	332.67	65	116	735.24	1
37	244.05	20	77	334.58	32	117	748.93	94
38	245.51	78	78	335.65	61	118	1110.54	4
39	246.44	84	79	338.63	13			
40	250.36	83	80	344.53	26			

This table shows the actual wealth back of each dollar spent yearly for all school purposes in the respective districts during the period of 1913-1920.

*The real wealth in this case was determined by multiplying the assessed valuation by 5

Summary of Average Real Wealth Back of Each Dollar Spent Yearly For All School Purposes, 1913-1920.   TABLE LI.

The real wealth of the respective districts was found by multiplying the assessed valuation of each district by 5.

A study of Table LI shows that the real wealth back of each dollar spent yearly for school purposes ranged in the respective districts from $101.76 to $1110.54. It further shows that the average real wealth behind each dollar spent for all school purposes varied in the different districts as follows:

7 dist's. had less than $150 real wealth back of each dollar spent on schools
22 " " " " 200 " " " " " " " " "
39 " " " " 250 " " " " " " " " "
64 " " " " 300 " " " " " " " " "
83 " " " " 350 " " " " " " " " "
20 " " more " 400 " " " " " " " " "
12 " " " " 450 " " " " " " " " "
9 " " " " 500 " " " " " " " " "
5 " " " " 600 " " " " " " " " "
4 " " " " 700 " " " " " " " " "
1 " " " " 1100 " " " " " " " " "

The above summary further bears out tables XLIX and L in showing that the districts of the county did not have the same ability to maintain high standards of education and that they did not expend the same proportional amount for education in the respective districts.

Summary of Average Yearly Expenditure For School Purposes Per $1000 Real Wealth, 1913-1920. Table LII. (on following page.)

This table shows that the average yearly expenditure for school purposes per $1000 real wealth during the period 1913-1920 inclusive, ranged in the respective districts from $.89 to $9.81. It further shows that the average yearly expenditure for school purposes per $1000 real wealth varied in the respective districts as follows:

79 districts had a yearly expenditure of less than $4.00 per $1000
61 " " " " " " " 3.50 "
41 " " " " " " " 3.00 "
20 " " " " " " " 2.50 "
9 " " " " " " " 2.00 "
5 " " " " " " " 1.50 "
1 " " " " " " " 1.00 "
29 " " " " " more " 4.50 "
22 " " " " " " " 5.00 "
16 " " " " " " " 5.50 "
14 " " " " " " " 6.00 "
7 " " " " " " " 7.00 "
6 " " " " " " " 8.00 "
3 " " " " " " " 9.00 "

The above summary shows in another way the unequal expenditures made for school purposes by the respective districts each year during the period 1913-20 inclusive.

The following summary shows in another way the inequality of expense that is found in conducting the schools of the different districts of Buffalo County. The first five districts in the following summary are in the order given, Kearney, Ravenna, Shelton, Elm Creek and Gibbon. All of these offer a full four-year high-school course as well as the work of the first 8 grades. The last five schools are all one-teacher rural schools and offer only work of the first eight grades. The ability of these respective districts to educate their pupils is found in column 1, under the heading

TABLE LII

Average Yearly Expenditure for School Purposes Per $1000 Real Wealth

1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	Expend.	Dist.	Rank	Expend.	Dist.	Rank	Expend.	Dist.
1	0.89	4	41	2.99	32	81	4.07	78
2	1.33	94	42	3.00	65	82	4.10	20
3	1.36	1	43	3.06	58	83	4.11	75
4	1.39	6	44	3.07	66	84	4.15	88
5	1.49	114	45	3.15	48	85	4.15	99
6	1.68	96	46	3.15	59	86	4.24	74
7	1.76	36	47	3.17	98	87	4.36	42
8	1.87	21	48	3.20	34	88	4.36	81
9	1.90	3	49	3.21	108	89	4.49	11
10	2.05	47	50	3.24	14	90	4.50	97
11	2.20	55	51	3.24	24	91	4.57	40
12	2.20	39	52	3 26	100	92	4.58	71
13	2.26	113	53	3.33	29	93	4.62	53
14	2.31	5	54	3.34	102	94	4.77	10
15	2.38	109	55	3.35	25	95	4.78	15
16	2.42	106	56	3.38	44	96	4.80	76
17	2.44	70	57	3.40	116	97	5.10	63
18	2.45	38	58	3.43	17	98	5.11	60
19	2.46	91	59	3.44	92	99	5.12	93
20	2.46	107	60	3.45	57	100	5.18	67
21	2.51	110	61	3.45	80	101	5.19	56
22	2.53	12	62	3.52	46	102	5.24	16
23	2.62	52	63	3.53	43	103	5.81	8
24	2.65	22	64	3.54	120	104	5.87	111
25	2.69	50	65	3.55	86	105	6.06	54
26	2.70	33	66	3.56	77	106	6.19	89
27	2.70	35	67	3.57	103	107	6.22	49
28	2.73	45	68	3.57	112	108	6.23	105
29	2.73	64	69	3.60	95	109	6.43	2
30	2.73	28	70	3.69	90	110	6.48	79
31	2.75	68	71	3.73	30	111	6.64	115
32	2.79	31	72	3.77	72	112	7.08	104
33	2.79	117	73	3.81	101	113	8.06	9
34	2.81	73	74	3.85	85	114	8.18	69
35	2.82	87	75	3.90	51	115	8.50	119
36	2.89	62	76	3.90	23	116	9.49	7
37	2.90	26	77	3.92	27	117	9.64	41
38	2.93	18	78	3.99	82	118	9.81	19
39	2.95	13	79	3.99	83			
40	2.98	61	80	4.06	84			

This table shows the average yearly expenditure for school purposes per $1000 real wealth for the period 1913-20. A further study of this table is found on page 122.

Assessed Valuation per Census Pupil. The ability of these respective districts to educate their children in terms of pupils in actual attendance is in column 2 under the Assessed Valuation Per Pupil in Average Daily Attendance. The figures given in both of these columns show that the ability of the city districts which offer the opportunity of a full twelve-grade education is much less than the ability of the five one-teacher rural schools which offer only the work of the first eight grades.

Column three under the Average Yearly Expenditure for School Purposes Per $1000 Real Wealth shows that the city districts are spending 2.6 times to 10.6 times as much per $1000 of actual wealth for their schools as are the one-teacher rural schools, Hence, some of the districts having most ability do least in providing educational opportunities whereas many districts having least ability offer the greatest educational opportunities.

Dist.	Assessed valuation per census pupil	Assessed valuation per pupil in average daily attendance	Average yearly expenditures for school purposes per $1000 real wealth.
7	$583.59	$997.92	$9.49
69	785 36	1021.20	8.18
19	872.21	1056.89	9.81
9	1092.03	1567.49	8.06
2	1190.01	1370.08	6.43
94	3719.15	7998.59	1.33
1	4036.44	9982.00	1.36
107	4193.83	9340.81	2.46
6	4575-09	8333.21	1.39
4	7641.18	13163.38	0.89

Summary of Average Yearly Tax Levy in Mills on Assessed Valuation 1913-1920, TABLE LIII. (on following page.)

Another excellent way of measuring the burden the respective districts are placing upon themselves for the maintenance of schools is indicated by the tax levy. Table LII shows that the tax levy in mills on assessed valuation in the respective districts ranged from 5.8 mills to 44.7 mills. It further shows that the tax levy in mills on assessed valuation varied in the respective districts as follows:

The Tax Levy in 7 districts ranged from 5 mills to 9.9 mills.

"	"	"	" 44	"	"	" 10 "	" 14.9 "
"	"	"	" 33	"	"	" 15 "	" 19.9 "
"	"	"	" 15	"	"	" 20 "	" 24.9 "
"	"	"	" 7	"	"	" 25 "	" 29.9 "
"	"	"	" 7	"	"	" 30 "	" 34.9 "
"	"	"	" 2	"	"	" 35 "	" 39.9 "
"	"	"	" 3	"	"	" 40 "	" 44.9 "

The above summary shows that the district with the lowest tax levy exerted approximately one-eighth as great an effort as did the district with the highest tax levy each year during the eight years 1913-1920 inclusive to secure and maintain good schools. It further shows that the conclusions made in the study of the preceding summary that in many instances, the districts having most ability do least to provide educational opportunities, whereas many districts having least ability do most to offer educational opportunities. Furthermore, it shows that rural districts taken as a whole are the worst offenders with regard to low taxes, whereas the city districts taken as a whole have the highest taxes.

TABLE LIII

Average Yearly Tax Levy in Mills on Assessed Valuation
1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	Levy	Dist.	Rank	Levy	Dist.	Rank	Levy	Dist.
1	5.8	114	41	13.6	13	81	19.2	23
2	6.4	94	42	13.6	46	82	19.5	53
3	6.7	1	43	13.8	22	83	19.7	88
4	7.5	96	44	13.9	24	84	19.7	83
5	8.4	47	45	13.9	26	85	20.3	120
6	9.	4	46	13.9	12	86	20.3	77
7	9.8	3	47	13.9	98	87	20.7	42
8	10.1	39	48	13.9	61	88	21.1	40
9	10.2	38	49	14.4	14	89	21.1	81
10	10.2	36	50	14.8	48	90	21.2	75
11	10.5	16	51	14.9	57	91	21.4	49
12	10.6	109	52	15.1	66	92	21.7	15
13	11.1	106	53	15.2	112	93	22.1	97
14	11.3	55	54	15.3	108	94	22.1	84
15	11.3	5	55	15.3	102	95	22.1	10
16	11.6	107	56	15.4	29	96	23.2	20
17	11.6	51	57	15.5	34	97	23.8	78
18	11.7	31	58	15.6	73	98	24.1	93
19	11.7	117	59	15.7	43	99	24.8	8
20	11.8	70	60	15.8	44	100	25.1	89
21	12.1	21	61	16.	103	101	25.5	63
22	12.1	50	62	16.3	101	102	25.8	60
23	12.5	33	63	16.6	116	103	26.	67
24	12.6	113	64	16.7	11	104	26.3	56
25	12.7	110	65	16.9	52	105	27.	16
26	12.7	28	66	17.	25	106	28.1	54
27	12.8	100	67	17.	27	107	30.1	115
28	12.8	91	68	17.1	90	108	30.1	105
29	12.8	64	69	17.3	76	109	30.2	111
30	12.9	59	70	17.3	30	110	30.2	41
31	12.9	45	71	17.4	85	111	30.4	79
32	12.9	58	72	17.6	82	112	30.5	2
33	13.2	32	73	17.7	17	113	34.1	104
34	13.2	35	74	17.8	95	114	35.7	119
35	13.2	65	75	18.3	86	115	36.2	9
36	13.3	68	76	18.4	99	116	41.1	19
37	13.3	62	77	18.7	71	117	43.3	69
38	13.3	87	78	18.7	92	118	44.7	7
39	13.4	18	79	19.1	74			
40	13.4	80	80	19.2	72			

This table shows the average yearly tax levy in mills on assessed valuation during the period 1913-20. A further study of this table is found

TABLE LIV
Total Yearly Cost of School
1920–1921

RANK: FROM LOWEST TO HIGHEST

Rank	Cost	Dist.	Rank	Cost	Dist.	Rank	Cost	Dist.
1	577.	24	41	958.	81	81	1230.78	26
2	583.74	111	42	958.12	59	82	1231.88	97
3	592.10	116	43	970.01	112	83	1245.06	3
4	646.57	31	44	985.85	104	84	1252.18	62
5	711.55	44	45	992.	75	85	1306.53	67
6	720.	42	46	992.42	108	86	1365.25	63
7	726.95	115	47	999.89	94	87	1375.32	64
8	742.85	28	48	1002.75	51	88	1453.82	18
9	782.12	56	49	1008.83	90	89	1464.08	23
10	783.10	78	50	1016.84	120	90	1573.99	8
11	793.75	102	51	1022.30	77	91	1603.32	92
12	795.65	27	52	1023.65	117	92	1727.58	107
13	799.21	74	53	1026.65	48	93	1760.18	82
14	805.60	79	54	1029.85	87	94	1787.50	13
15	806.04	93	55	1032.88	70	95	1874.65	33
16	818.38	1	56	1051.08	35	96	1905.91	47
17	841.45	88	57	1053.60	61	97	1931.48	101
18	849.55	80	58	1063.44	96	98	2205.97	5
19	850.46	73	59	1063.65	32	99	2300.66	106
20	862.65	58	60	1075.25	114	100	2415.57	16
21	867.70	46	61	1079.	85	101	2580.42	36
22	869.99	6	62	1080.41	55	102	2745.	22
23	873.85	36	63	1082.94	72	103	2775.93	91
24	883.16	4	64	1083.06	40	104	3642.64	41
25	886.85	100	65	1085.85	52	105	4006.16	14
26	888.25	45	66	1090.83	43	106	4078.45	119
27	889.88	83	67	1093.16	53	107	4175.95	11
28	891.15	20	68	1095.38	34	108	4555.15	12
29	896.10	84	69	1105.37	66	109	5188.02	21
30	896.19	95	70	1110.	57	110	5335.56	60
31	897.05	65	71	1124.55	110	111	5405.41	105
32	898.35	103	72	1136.33	68	112	6635.56	54
33	905.90	39	73	1143.42	30	113	7914.06	15
34	912.84	71	74	1149.32	113	114	11138.97	9
35	913.80	50	75	1153.50	109	115	15970.	2
36	918.88	38	76	1160.18	49	116	16268.02	19
37	934.77	76	77	1160.21	89	117	28633.14	69
38	941.15	99	78	1174.42	10	118	189599.13	7
39	947.55	29	79	1192.05	25			
40	957.91	98	80	1219.21	17			

This table shows the total yearly cost of school for the year 1920-21. A further study of this table is made on page 127.

In another place in this survey it was recommended that the larger portion of the school taxes be raised by a state wide tax. The basis of this recommendation lies in the purpose for which the public school exists. The purpose of the public school is to make the most useful and efficient citizens of all the children thereby protecting all of society. Consequently, all the wealth of the state should be used equally for the education of all the children of the state. To show how this recommendation would work on the basis of a county tax instead of the present system of district unit taxation, the following comparison is given:

Lowest tax levy in any district 1913-1920　　　　　5.8 mills
Highest "　　"　"　"　　"　　　"　"　　　44.7 "
Median "　　"　"　"　　"　　　"　"　　　15.75 "
Uniform county tax levy that would have raised
　　　　　the same amount of money　24.6 "

If such equalization of taxes can be brought about with in one county in which there is no great variation in altitude, soil, climate, products, and the distribution of wealth, it can be readily seen how much more a state wide tax would equalize among the counties the burden of providing equal educational opportunities in a state like Nebraska. Nebraska has a range in altitude of from 850 feet in southeastern part to 5300 feet in the western part; a variation in soil from the poorest sandhill regions in the central and west-central part where grazing is the only possible industry, to the fertile loess region in the south-east half of the state and the high plains region in the western part of the state, a portion of which is now under irrigation and as a result is one of the richest agricultural regions in the state; and an unequal distribution of wealth of from less than $800 assessed valuation per census child in some parts of the state to more than $2000 assessed valuation per census child in other parts of the state.*

"Justice demands that the burden of supporting such a system of schools as the welfare of the state requires be so distributed among the people of the state that all communities and groups shall bear a reasonable share and that no unreasonable sacrifice will be required on the part of any large group."*

Summary Of The Total Yearly Cost Of Schools, 1920-1921.
TABLE LIV

This table shows that in 1920-21 the total yearly cost of schools in the respective districts ranged from $577.00 to $189599.13. It further shows that the total yearly cost of schools varies in the different districts as follows:

103	schools ran at a yearly total cost of less than									$3000.
100	"	" "	"	"	"	"	"	"	"	2500.
97	"	" "	"	"	"	"	"	"	"	2000.
89	"	" "	"	"	"	"	"	"	"	1500.
47	"	" "	"	"	"	"	"	"	"	1000.
8	"	" "	"	"	"	"	"	"	"	750.
4	"	" "	"	"	"	"	"	"	"	700.
3	"	" "	"	"	"	"	"	"	"	600.
15	"	" "	"	"	"	"	" more	"		3000.
6	"	" "	"	"	"	"	"	"	"	7500.
5	"	" "	"	"	"	"	"	"	"	10000.
4	"	" "	"	"	"	"	"	"	"	14000.
1	"	" "	"	"	"	"	"	"	"	185000.

* Brief favoring the adoption of a Constitutional Provision for a State School Tax

TABLE LV
1920-1921

Showing the average number of days school was actually open during the year 1920-1921, the number of days it could have been open and produced the same or greater results if every child enrolled had been compelled to attend every day school was open, and the number of days and months each district could thus have shortened its term of school.

Dist.	Length of Term	Length of Term Needed to Produce Same Results	Days Term Could Have Been Shortened	Months Term Could Have Been Shortened
1	178	158.2	19.8	.9
2	176	153.	23	1.1
3	166.5	155.4	11.1	.5
4	180	115.7	64.3	3.2
5	174	158.8	15.2	.7
6	156	145.1	10.9	.5
7	174	132.7	41.3	2.
8	174	150.5	23.5	1.1
9	173	145.	28	1.4
10	180	140.	40	2.
11	176.5	164.9	11.6	.5
12	176	152.6	23.4	1.1
13	178	130.2	47.8	2.3
14	180	127.5	52.5	2.6
15	175	141.1	33.9	1.6
16	174.5	150.8	23.7	1.1
17	175	157.5	17.5	.8
18	174	138.1	35.9	1.7
19	174	153.2	20.8	1.
20	159	127.2	31.8	1.5
21	156.5	140.8	15.7	.7
22	178	116.7	61.3	3.
23	177	118.	59.	2.9
24				
25	159.5	145.6	13.9	.6
26	176	145.6	30.4	1.5
27	155	95.3	59.7	2.9
28	175	125.	50.	2.5
29	177	118.	59.	2.9
30	176	141.9	34.1	1.7
31	135	103.8	31.2	1.5
32	160	120.	40.	2.
33	157	137.9	19.1	.9
34	159	96.1	62.9	3.1
35	167	152.4	14.6	.7
36	175	118.1	56.9	2.8
37				
38	168	166.3	1.7	.1
39	160	130.9	39.1	1.4
40	169.5	127.1	42.4	2.1
41	174	145.9	23.1	1.4
42	160	76.5	83.5	4.1
43	180	128.5	51.5	2.5
44	178	101.7	76.3	3.8
45	157	104.6	52.4	2.6
46	158	98.7	59.3	2.9
47	176	144.5	31.5	1.5
48	176	108.3	67.7	3.3
49	158	74.3	83.7	4.1
50	158	122.	36.	1.8
51	160	120.	40.	2.
52	178	89.	89.	4.4
53	178	126.4	51.6	2.5
54	176	148.1	27.9	1.3
55	177	151.7	25.3	1.2
56	155	125.4	29.6	1.4

TABLE LV, continued.

Dist.	Length of Term	Length of Term Needed to Produce Same Results	Days Term Could Have Been Shortened	Months Term Could Have Been Shortened
57	175	108.6	66.4	3.3
58	154	126.	28	1.4
59	160	95.	65	3.2
60	176	152.7	23.3	1.1
61	158	97.1	60.9	3.
62	159	132.5	26.5	1.3
63	177	169.3	7.7	.3
64	177	118.	59	2.9
65	158	122.9	35.1	1.7
66	160	89.6	70.4	3.5
67	178	115.6	62.4	3.1
68	178	121.7	56.3	2.8
69	180	148.9	31.1	1.5
70	154	132.	22	1.1
71	160	91.4	68.6	3.4
72	171	100.5	70.5	3.5
73	177	126.4	50.6	2.5
74	139	79.4	59.6	2.9
75	180	145.7	34.3	1.7
76	155	106	49	2.4
77	176.5	110.3	66.2	3.3
78	158	118.5	39.5	1.9
79	140	108.8	31.2	1.5
80	154.5	109	45.5	2.2
81	158	116.7	41.3	2.
82	156	89.1	66.9	3.3
83	158	82.1	75.9	3.7
84	155	121.1	33.9	1.6
85	159	127.2	31.8	1.5
86	175	107.6	67.4	3.3
87	180	117.	63	3.1
88	177	114.5	62.5	3.1
89	157	143.9	13.1	.6
90	154.5	81.1	73.4	3.6
91	171	142.5	28.5	1.4
92	180	146.	34	1.7
93	173	129.7	43.3	2.1
94	175	122.5	52.5	2.6
95	146	116.1	29.9	1.4
96	180	156.	24.	1.2
97	155	118.7	36.3	1.8
98	157	127.3	29.7	1.4
99	140	54.4	85.6	4.2
100	158	131.6	26.4	1.3
101	180	126.5	53.5	2.6
102	158	120.8	37.2	1.8
103	159	119.2	39.8	1.9
104	160	114.	46.	2.3
105	178	145.4	32.6	1.6
106	100	76.1	23.9	1.1
107	159	145.7	13.3	.6
108	180	142.1	37.9	1.8
109	157.5	105.	52.5	2.6
110	158	130.7	27.3	1.3
111	189	159.9 ·	29.1	1.4
112	156	91.	65.	3.2
113	159	125.1	33.9	1.6
114	171.5	123.3	48.2	2.4
115	160	129.3	30.7	1.5
116	158	137.5	20.5	1.
117	180	147.1	32.9	1.6
118				
119	172	127.2	44.8	2.2
120	155	119.2	35.8	1.7

TABLE LVI
Days School Term Could Have Been Shortened
1920—1921

RANK: FROM LOWEST TO HIGHEST

Rank	Days	Dist.	Rank	Days	Dist.	Rank	Days	Dist.
1	1.7	38	41	31.1	69	81	52.4	45
2	7.7	63	42	31.2	31	82	52.5	14
3	10.9	6	43	31.2	79	83	52.5	94
4	11.1	3	44	31.5	47	84	52.5	109
5	11.6	11	45	31.8	20	85	53.5	101
6	13.1	89	46	31.8	85	86	56.3	68
7	13.3	107	47	32.6	105	87	56.9	36
8	13.9	25	48	32.9	117	88	59.	23
9	14.6	35	49	33.9	15	89	59.	29
10	15.2	5	50	33.9	84	90	59.	64
11	15.7	21	51	33.9	113	91	59.3	46
12	17.5	17	52	34.	92	92	59.6	74
13	19.1	33	53	34.1	30	93	59.7	27
14	19.8	1	54	34.3	75	94	60.9	61
15	20.5	116	55	35.1	65	95	61.3	22
16	20.8	19	56	35.8	120	96	62.4	67
17	22.	70	57	35.9	18	97	62.5	88
18	23.	2	58	36.	50	98	62.9	34
19	23.3	60	59	36.3	97	99	63.	87
20	23.4	12	60	37.2	102	100	64.3	4
21	23.5	8	61	37.9	108	101	65.	59
22	23.7	16	62	39.5	78	102	65.	112
23	23.9	106	63	39.8	103	103	66.2	77
24	24.	96	64	40.	10	104	66.4	57
25	25.3	55	65	40.	32	105	66.9	82
26	26.4	100	66	40.	51	106	67.4	86
27	26.5	62	67	41.3	7	107	67.7	48
28	27.3	110	68	41.3	81	108	68.6	71
29	27.9	54	69	42.4	40	109	70.4	66
30	28.	9	70	43.3	93	110	70.5	72
31	28.	58	71	44.8	119	111	73.4	90
32	28.1	41	72	45.5	80	112	75.9	83
33	28.5	91	73	46.	104	113	76.3	44
34	29.1	39	74	47.8	13	114	83.5	42
35	29.1	111	75	48.2	114	115	83.7	49
36	29.6	56	76	49.	76	116	85.6	99
37	29.7	98	77	50.	28	117	89.	52
38	29.9	95	78	50.6	73			
39	30.4	26	79	51.5	43			
40	30.7	115	80	51.6	53			

This table shows the number of days the school term could have been shortened in the respective districts during the year 1920-21. A further study of this table is found on page 131.

Comparative Study of The Total Yearly Cost of Schools

	1913-20	1920-21
Schools whose total yearly cost was less than $3000	111	103
" " " " " " " " 2500	107	100
" " " " " " " " 2000	105	97
" " " " " " " " 1500	101	89
" " " " " " " " 1000	93	47
" " " " " " " " 750	80	8
" " " " " " " " 700	70	4
" " " " " " " " 600	40	3
" " " " " " " " 550	30	0
" " " " " " " " 500	13	0
" " " " " " " " 450	3	0
" " " " " " " " 400	1	0
" " " " " " more " 3000	7	15
" " " " " " " " 7500	5	6
" " " " " " " " 10000	4	5
" " " " " " " " 14000	3	4
" " " " " " " " 61500	1	1
" " " " " " " " 185000	0	1

Summary of Days School Term Could Have Been Shortened In 1920-1921 And The Same or Greater Results Produced

TABLE LVI

This table shows that the same or greater results could have been produced in 1920-21 even though

103 schools had shortened the term 20 days or more.	
54 " " " " " " 40 " " "	
41 " " " " " " 50 " " "	
24 " " " " " " 60 " " "	
9 " " " " " " 70 " " "	
4 " " " " " " 80 " " "	

Comparative Study of The Number of Days School Term Could Have Been Shortened, 1920-21

	1913-20	1920-21
Schools whose term could have been shortened 20 days or more	117	103
" " " " " " " 40 " " "	102	54
" " " " " " " 50 " " "	70	41
" " " " " " " 60 " " "	37	24
" " " " " " " 70 " " "	10	9
" " " " " " " 80 " " "	5	4
" " " " " " " 90 " " "	1	0

TABLE   LVII

Money Wasted in 1920-21 in Running Schools for Time Not
Needed to Accomplish the Same Results as Were Produced

RANK: FROM LOWEST TO HIGHEST

Rank	Wasted	Dist.	Rank	Wasted	Dist.	Rank	Wasted	Dist
1	9.30	38	41	221.65	30	81	394.69	48
2	59.37	63	42	224.87	103	82	404.30	112
3	60.82	6	43	228.05	33	83	406.20	61
4	76.88	116	44	234.85	120	84	420.97	57
5	89.92	111	45	242.88	73	85	427.32	83
6	91.08	1	46	245.10	113	86	432.75	34
7	91.83	35	47	250.25	80	87	446.27	72
8	96.94	89	48	250.28	81	88	458.02	67
9	103.83	25	49	250.80	51	89	458.43	64
10	121.80	17	50	260.80	10	90	462.55	91
11	139.38	115	51	266.	32	91	479.30	90
12	141.84	96	52	270.94	40	92	479.91	13
13	144.57	107	53	274.34	11	93	486.46	66
14	147.62	70	54	283.36	104	94	487.93	23
15	148.10	100	55	288.59	97	95	520.46	21
16	149.18	56	56	295.47	76	96	542.90	52
17	149.45	31	57	296 06	45	97	549.94	106
18	154.33	55	58	296.87	88	98	574.06	101
19	156.80	58	59	299.77	94	99	575.23	99
20	164.71	39	60	300.12	18	100	588.13	41
21	178.08	20	61	302.21	114	101	605.59	12
22	179.40	79	62	302.94	92	102	614.36	49
23	181.17	98	63	304.44	44	103	706.46	60
24	183.59	95	64	306.26	27	104	754.63	82
25	186.74	102	65	312.09	43	105	829.17	3
26	187.20	117	66	315.65	29	106	838.70	36
27	188.99	75	67	315.71	4	107	945.25	22
28	192.74	5	68	316.82	53	108	990.06	105
29	194.38	110	69	325.56	46	109	1051.83	54
30	195.92	78	70	328.01	16	110	1062.21	119
31	195.94	84	71	336.33	86	111	1168.13	14
32	199.37	65	72	341.15	47	112	1532.96	15
33	201.78	93	73	342.70	74	113	1802.64	9
34	208.08	50	74	359.19	68	114	1944.59	19
35	208.82	62	75	360.36	87	115	2086.79	2
36	208.83	108	76	375.75	42	116	4947.08	69
37	212.	28	77	383.30	77	117	45002.55	7
38	212.49	26	78	384.30	109			
39	212.67	8	79	388.70	59			
40	215.60	85	80	391.71	71			

This table shows the amount of money wasted in the respective dis-
tricts during the year 1920-21.   A detailed study of this table is found on
page 131.

Summary of Money That Could Have Been Saved, 1920–1921 by The Respective Districts. Table LVII

This table shows that in 1920-21 the money that could have been saved by the respective districts by running the schools only for the time required to produce the same results as were produced, ranged in the respective districts from $9.30 to $45,002.55. It further shows that the amount of money that could have been saved by the respective districts varied as follows:

```
114 schools could have saved $ 75 or more
109   "     "     "     "     "   100  "   "
107   "     "     "     "     "   125  "   "
100   "     "     "     "     "   150  "   "
 97   "     "     "     "     "   175  "   "
 85   "     "     "     "     "   200  "   ..
 71   "     "     "     "     "   250  "   "
 58   "     "     "     "     "   300  "   "
 44   "     "     "     "     "   350  "   "
 36   "     "     "     "     "   400  "   "
 23   "     "     "     "     "   500  "   "
 17   "     "     "     "     "   600  "   "
 15   "     "     "     "     "   700  "   "
 13   "     "     "     "     "   800  "   "
 11   "     "     "     "     "   900  "   "
  7   "     "     "     "     "  1100  "   "
  2   "     "     "     "     "  2500  "   "
  2   "     "     "     "     "  4500  "   "
  1   "     "     "     "     " 45000  "   "
```

Comparative Study of Money Wasted in Running Schools Time Not Needed to Produce Same Results as Were Produced

	1913-20	1920-21
Schools that could have saved $ 75 or more	118	114
" " " " " 100 " "	117	109
" " " " " 125 " "	114	107
" " " " " 150 " "	112	100
" " " " " 175 " "	102	97
" " " " " 200 " "	75	85
" " " " " 250 " "	46	71
" " " " " 300 " "	29	58
" " " " " 350 " "	27	44
" " " " " 400 " "	22	36
" " " " " 500 " "	17	23
" " " " " 600 " "	13	17
" " " " " 700 " "	9	15
" " " " " 800 " "	8	13
" " " " " 900 " "	7	11
" " " " " 1100 " "	6	7
" " " " " 2200 " "	4	2
" " " " " 2500 " "	3	2
" " " " " 4500 " "	1	2
" " " " " 14500 " "	1	1
" " " " " 45000 " "	0	1

Summary of Per Cent of Total Yearly Cost of Schools Wasted 1920-1921 Table LVIII (on the following page.)

This table shows that the waste in the respective districts noted in the foregoing summary ranged in the respective districts from 1 per cent to 66.5 per cent of the total yearly Cost of School. This table further shows 107 schools wasted 10 per cent or more of money spent

```
 94   "        "     15  "   "   "   "   "   "   "
 70   "        "     20  "   "   "   "   "   "   "
 55   "        "     25  "   "   "   "   "   "   "
```

TABLE LVIII
Per Cent of Total Yearly Cost of School Wasted
1920-1921

RANK: FROM LOWEST TO HIGHEST

Rank	Per Cent	Dist.	Rank	Per Cent	Dist.	Rank	Per Cent	Dist.
1	1.	38	41	19.	56	81	29.9	94
2	4.3	63	42	19.	75	82	31.6	68
3	6.5	11	43	19.3	15	83	31.6	76
4	6.9	6	44	19.3	30	84	32.5	36
5	8.3	89	45	19.3	115	85	33.3	23
6	8.3	107	46	19.9	20	86	33.3	29
7	8.7	5	47	19.9	85	87	33.3	45
8	8.7	25	48	20.4	95	88	33.3	64
9	8.7	35	49	20.6	18	89	33.3	109
10	9.9	17	50	21.	108	90	34.4	22
11	10.	21	51	21.3	113	91	34.9	87
12	11.1	1	52	21.8	84	92	35.	67
13	11.9	19	53	22.2	10	93	35.2	88
14	12.1	33	54	22.2	65	94	35.7	4
15	12.9	116	55	22.2	79	95	37.4	77
16	13.1	2	56	22.7	50	96	37.5	46
17	13.2	12	57	23.	120	97	37.9	57
18	13.2	60	58	23.1	31	98	38.4	27
19	13.3	96	59	23.4	97	99	38.4	48
20	13.5	8	60	23.5	102	100	38.4	86
21	13.5	16	61	23.7	7	101	38.5	61
22	14.2	70	62	23.9	106	102	39.5	34
23	14.3	55	63	25.	32	103	40.5	59
24	15.4	111	64	25.	40	104	41.2	72
25	15.8	54	65	25.	51	105	41.6	112
26	16.1	9	66	25.	78	106	42.7	44
27	16.1	41	67	25.	93	107	42.8	74
28	16.6	62	68	25.	103	108	42.8	82
29	16.6	91	69	26.	119	109	42.9	71
30	16.7	100	70	26.1	81	110	44.	66
31	17.2	26	71	26.8	13	111	47.5	90
32	17.2	110	72	28.1	114	112	48.	83
33	17.3	69	73	28.5	28	113	49.9	52
34	17.8	47	74	28.5	73	114	52.1	42
35	18.1	39	75	28.6	43	115	52.9	49
36	18.1	58	76	28.7	104	116	61.1	99
37	18.2	117	77	28.9	53	117	66.5	3
38	18.3	105	78	29.1	14			
39	18.8	92	79	29.4	80			
40	18.9	98	80	29.7	101			

This table shows the per cent of the total yearly cost of school wasted in the respective districts in 1920-21. A further study of this table is found on page 182.

36 schools wasted 30 per cent or more of money spent
26 " " 35 " " " " " " "
15 " " 40 " " " " " " "
7 " " 45 " " " " " " "
4 " " 50 " " " " " " "
1 " " 65 " " " " " " "

Comparative Study of Per Cent of Total Yearly Cost of Schools Wasted

									1913-20	1920-21
districts wasting	10	per cent or more of total cost							118	107
"	"	15	"	"	"	"	"	"	117	94
"	"	20	"	"	"	"	"	"	111	70
"	"	25	"	"	"	"	"	"	99	55
"	"	30	"	"	"	"	"	"	76	36
"	"	35	"	"	"	"	"	"	51	26
"	"	40	"	"	"	"	"	"	22	15
"	"	45	"	"	"	"	"	"	7	7
"	"	50	"	"	"	"	"	"	3	4
"	"	65	"	"	"	"	"	"	1	1

Summary of Total Daily Cost of School, 1920-21, Table LIX. (on following page)

This table shows that in 1920-21 the total daily cost of schools in the respective districts ranged from $309 to $1089.65. It further shows that the total daily cost of schools varied in the different districts as follows:

90 schools ran at a daily total cost of $10 or less.
86 " " " " " " 8 " "
44 " " " " " " 6 " "
14 " " " " " " 5 " "
5 " " " " " " 4.50 "
3 " " " " " " 4 "
1 " " " " " " 3 25 "
27 " " " " " " 10 or more
18 " " " " " " 15 " "
6 " " " " " " 40 " "
5 " " " " " " 50 " "
4 " " " " " " 75 " "
2 " " " " " " 150 " "
1 " " " " " " 1050 "

Comparative Study of Daily Total Cost of Schools

						1913-20	1920-21
Schools with daily total cost of	$10.00 or less					103	90
"	"	"	"	"	8.00 " "	99	86
"	"	"	"	"	6.00 " "	94	44
"	"	"	"	"	5.00 " "	87	14
"	"	"	"	"	4.50 " "	79	5
"	"	"	"	"	4.00 " "	57	3
"	"	"	"	"	3.50 " "	33	1
"	"	"	"	"	3.25 " "	15	1
"	"	"	"	"	3.00 " "	5	0
"	"	"	"	"	2.75 " "	1	0
"	"	"	"	"	10.00 " more	15	27
"	"	"	"	"	15.00 " "	11	18
"	"	"	"	"	40.00 " "	5	6
"	"	"	"	"	50.00 " "	4	5
"	"	"	"	"	75.00 " "	3	4
"	"	"	"	"	80.00 " "	2	4
"	"	"	"	"	150.00 " "	1	2
"	"	"	"	"	350.00 " "	1	1
"	"	"	"	"	1050.00 " "	0	1

TABLE LIX

Total Daily Cost of School

1920—1921

RANK: FROM LOWEST TO HIGHEST

Rank	Cost	Dist.	Rank	Cost	Dist.	Rank	Cost	Dist.
1	3.09	111	41	5.79	77	81	7.47	3
2	3.75	116	42	5.83	48	82	7.47	25
3	3.99	44	43	5.91	96	83	7.71	63
4	4.24	28	44	5.98	59	84	7.77	64
5	4.50	42	45	6.03	76	85	7.88	62
6	4.54	115	46	6.06	43	86	7.95	97
7	4.60	1	47	6.06	81	87	8.27	23
8	4.66	93	48	6.10	52	88	8.36	18
9	4.75	88	49	6.10	55	89	8.91	92
10	4.79	31	50	6.10	98	90	9.05	8
11	4.80	73	51	6.14	95	91	10.04	13
12	4.91	4	52	6.14	53	92	10.73	101
13	4.96	78	53	6.16	104	93	10.83	47
14	4.99	86	54	6.22	112	94	10.87	107
15	5.02	102	55	6.27	51	95	11.28	82
16	5.04	56	56	6.27	114	96	11.94	33
17	5.13	27	57	6.29	35	97	12.68	5
18	5.35	29	58	6.33	72	98	13.84	16
19	5.47	38	59	6.34	57	99	14.74	36
20	5.49	46	60	6.38	68	100	15.42	22
21	5.50	80	61	6.39	40	101	16.23	91
22	5.51	75	62	6.50	30	102	20.93	41
23	5.51	108	63	6.52	10	103	22.25	14
24	5.58	6	64	6.53	90	104	23.01	106
25	5.60	20	65	6.56	120	105	23.65	11
26	5.60	58	66	6.65	32	106	23.71	119
27	5.61	100	67	6.67	61	107	25.38	12
28	5.63	83	68	6.71	70	108	30.32	60
29	5.65	45	69	6.72	99	109	30.37	105
30	5.65	103	70	6.78	85	110	33.15	21
31	5.66	39	71	6.88	34	111	37.70	54
32	5.68	65	72	6.91	66	112	45.22	15
33	5.69	117	73	6.96	17	113	64.38	9
34	5.71	71	74	6.99	26	114	90.73	2
35	5.71	94	75	7.12	110	115	93.49	19
36	5.72	87	76	7.23	113	116	159.07	69
37	5.75	74	77	7.32	109	117	1089.65	7
38	5.75	79	78	7.34	49			
39	5.78	50	79	7.34	67			
40	5.78	84	80	7.40	89			

This table shows the total daily cost of Schools in the respective districts in 1920-21.

Comparative Study of Daily Cost Per Pupil in Average Daily Attendance

Daily Cost Per Pupil in Average Daily Attendance	Number of Districts 1913-20	1920-21
From 17 cents to 24 cents	23	1
" 25 " " 34 "	40	17
" 35 " " 44 "	34	23
" 45 " " 54 "	11	24
" 55 " " 64 "	6	17
" 65 " " 74 "	2	10
" 75 " " 84 "	2	11
" 85 " " 94 "	0	4
" 95 " " 1.04 "	0	2
" 1.05 " " 1.50 "	0	5
" 1.60 " " 2.55 "	0	2

Summary of Assessed Valuation Per Pupil in Census, 1920-21, Table LXII

Table LXII shows that in 1920-21 the assessed valuation per census pupil varied in the respective districts as follows:

4 districts had less than $1000 assessed valuation per census pupil
17 " " " " " 1500 " " " " "
43 " " " " " 2000 " " " " "
61 " " " " " 2500 " " " " "
78 " " " " " 3000 " " " " "
92 " " " " " 3500 " " " " "
19 " " " more " 4000 " " " " "
12 " " " " " 4500 " " " " "
2 " " " " " 7500 " " " " "
1 " " " " " 10000 " " " " "

Comparative Study of Assessed Valuation Per Pupil in Census

Assessed Valuation Per Pupil in Census	Number of Districts 1913-20	1920-21
$1000 or less	20	4
1500 "	65	17
2000 "	90	43
2500 "	102	61
3000 "	108	78
3500 "	112	92
4000 or more	4	19
4500 "	2	12
7500 "	1	2
10000 "	0	1

Summary of Assessed Valuation Per Pupil in Average Daily Attendance 1920-1921. Table LXIII (on following page)

This table shows that the assessed valuation per pupil in average daily attendance with the exception of district 31, ranges from $1223.52 to $21362.57 per pupil in average daily attendance. It will be recalled that due to an error in the Director's Annual Report for District 31, the average daily attendance was listed at 120 instead of 10. Hence, the assessed valuation per pupil in average daily attendance in District 31 should be $5167.44.

TABLE LXIII
Assessed Valuation Per Pupil in Average Daily Attendance
1920-1921
RANK: FROM LOWEST TO HIGHEST

Rank	Val.	Dist.	Rank	Val.	Dist.	Rank	Val.	Dist.
1	430.62	31	41	3481.81	42	81	6321.95	101
2	1223.52	97	42	3539.83	76	82	6344.80	77
3	1244.87	14	43	3693.42	79	83	6385.20	17
4	1355 06	19	44	3718.19	35	84	6392.	61
5	1371.93	69	45	3889.78	53	85	6407.	110
6	1415.13	9	46	3991.50	57	86	6426.50	66
7	1421.07	7	47	3999.55	39	87	6488.88	51
8	1739.10	41	48	4087.80	43	88	6459.50	120
9	1894.18	89	49	4132.82	11	89	6671.87	44
10	1916.98	105	50	4137.11	104	90	6753.77	50
11	1926.66	119	51	4282.61	83	91	7262.42	112
12	2032.48	54	52	4328.	74	92	7267.28	65
13	2164.83	2	53	4475.	27	93	7391.10	62
14	2190.21	16	54	4511.50	26	94	7474.80	109
15	2237.36	95	55	4561.58	40	95	7637.	29
16	2303.76	56	56	4597.22	67	96	8045.06	106
17	2371.	111	57	4677.37	49	97	8321.56	47
18	2376.78	15	58	4728.44	93	98	8622.69	96
19	2505.50	85	59	4956.05	64	99	8640.33	90
20	2575.30	82	60	4959.33	58	100	8956.80	13
21	2707.94	81	61	5054.30	72	101	9196.38	21
22	2709.97	63	62	5062.73	92	102	9332.16	20
23	2740.30	115	63	5068.33	103	103	9687.22	6
24	2746.03	33	64	5134.85	10	104	10227.65	114
25	2797.07	99	65	5231.58	107	105	11478.14	45
26	2915.36	30	66	5316.25	86	106	11494.56	22
27	2949.57	59	67	5318.	116	107	12432.14	117
28	2958.58	60	68	5368.38	87	108	13128.75	1
29	2986.80	34	69	5398.50	80	109	13401.21	3
30	3035.33	100	70	5551 22	84	110	13931.22	4
31	3016.93	78	71	5678.62	98	111	14216.37	48
32	3095.63	91	72	5756.	32	112	15878.80	46
33	3120.66	25	73	5858.08	70	113	15893.25	71
34	3121.32	23	74	5865.36	88	114	16227.60	28
35	3299.	75	75	5995.35	8	115	20196.66	52
36	3300.62	18	76	6045.61	5	116	21169.37	12
37	3307.20	73	77	6094.33	36	117	21362.57	94
38	3327.60	108	78	6238.26	113			
39	3359.53	102	79	6270.58	55			
40	3412.60	38	80	6285.61	68			

This table shows the assessed valuation per pupil in average daily attendance in the respective districts in 1920-21. A further study of this table is found on page 141.

TABLE LXIV
Real Wealth Behind Each Dollar Spent for School Purposes
1920-1921

RANK: FROM LOWEST TO HIGHEST

Rank	Amount	Dist.	Rank	Amount	Dist.	Rank	Amount	Dist
1	51.86	7	41	250.37	56	81	340.29	70
2	89.79	89	42	251.47	108	82	348.21	71
3	90.71	41	43	252.70	40	83	348.23	55
4	93.45	69	44	253.88	103	84	354.26	36
5	103.67	16	45	256.80	100	85	354.47	34
6	106.61	15	46	256.94	90	86	359.26	116
7	115.20	21	47	258.70	58	87	359.54	68
8	120.36	19	48	262.04	112	88	360.04	101
9	120.46	119	49	263.98	93	89	360.35	64
10	127.53	60	50	265.97	42	90	371.38	38
11	128.31	9	51	274.87	25	91	371.43	35
12	131.25	91	52	275.01	102	92	371.78	12
13	134.76	105	53	278.45	85	93	375.02	44
14	143.94	54	54	279.75	106	94	375.80	13
15	146.36	82	55	281.05	43	95	381.50	80
16	158.34	67	56	282.67	75	96	383.37	88
17	160.47	79	57	283.54	65	97	392.78	17
18	161.26	49	58	283.97	110	98	397.36	39
19	167.41	2	59	287.76	5	99	399.60	31
20	178.68	104	60	288.94	78	100	405.86	32
21	178.86	97	61	291.65	73	101	406.97	66
22	181.76	107	62	291.91	51	102	407.02	113
23	188.47	115	63	292.45	59	103	425.17	117
24	208.03	99	64	295.13	62	104	452.27	45
25	212.39	33	65	298.40	23	105	457.49	46
26	212.78	11	66	306.05	10	106	483.58	29
27	216.61	74	67	310.31	77	107	501.06	6
28	218.34	63	68	312.81	83	108	502.11	47
29	223.39	111	69	314.16	20	109	527.04	96
30	224.55	14	70	317.62	120	110	546.12	28
31	224.84	27	71	318.80	30	111	553.89	48
32	233.35	72	72	323.63	57	112	557.99	52
33	236.82	92	73	323.76	8	113	570.71	114
34	237.12	98	74	324.00	109	114	613.39	24
35	237.14	95	75	329.19	18	115	641.69	1
36	240.26	81	76	329.90	26	116	709.84	4
37	242.66	61	77	332.58	50	117	747.77	94
38	243.24	86	78	334.56	84	118	753.44	3
39	246.14	76	79	334.99	22			
40	249.08	53	80	338.83	87			

This table shows the real wealth back of each dollar spent for school purposes during the year 1920-21. A further study of this table is found on page 144.

(Continuation of Summary of Table LXIII)

7 dist's. had less than $1500 ass'd valuation per pupil in average daily attendance.

11	"	"	"	"	2000	"	"	"	"	"	"	"	"
18	"	"	"	"	2500	"	"	"	"	"	"	"	"
29	"	"	"	"	3000	"	"	"	"	"	"	"	"
41	"	"	"	"	3500	"	"	"	"	"	"	"	"
70	"	" more	"	"	4000	"	"	"	"	"	"	"	"
64	"	"	"	"	4500	"	"	"	"	"	"	"	"
57	"	"	"	"	5000	"	"	"	"	"	"	"	"
48	"	"	"	"	5500	"	"	"	"	"	"	"	"
42	"	"	"	"	6000	"	"	"	"	"	"	"	"
27	"	"	"	"	7000	"	"	"	"	"	"	"	"
22	"	"	"	"	8000	"	"	"	"	"	"	"	"
17	"	"	"	"	9000	"	"	"	"	"	"	"	"
14	"	"	"	"	10000	"	"	"	"	"	"	"	"
10	"	"	"	"	13000	"	"	"	"	"	"	"	"
6	"	"	"	"	15000	"	"	"	"	"	"	"	"
3	"	"	"	"	20000	"	"	"	"	"	"	"	"

Comparative Study of Assessed Valuation Per Pupil in Average Daily Attendance

Assessed Valuation Per Pupil in Average Daily Attendance	Number of Districts	
	1913-20	1920-21
$1000 or less	1	0
1500 " "	9	7
2000 " "	22	11
2500 " "	37	18
3000 " "	54	29
3500 " "	72	41
4000 or more	31	70
4500 " "	25	64
5000 " "	21	57
5500 " "	18	48
6000 " "	15	42
7000 " "	11	27
8000 " "	8	22
9000 " "	6	17
10000 " "	2	14
13000 " "	1	10
15000 " "	0	6
20000 " "	0	3

Summary of Real Wealth Behind Each Dollar Spent for School Purposes 1920-21. Table LXIV

The real wealth behind each dollar spent for school purposes was found by multiplying the assessed valuation by 5. Table LXIV shows that 4 dist's. had less than $100 real wealth back of each dollar spent on schools.

15	"	"	"	"	150	"	"	"	"	"	"	"	"	"
23	"	"	"	"	200	"	"	"	"	"	"	"	"	"
40	"	"	"	"	250	"	"	"	"	"	"	"	"	"
65	"	"	"	"	300	"	"	"	"	"	"	"	"	"
83	"	"	"	"	350	"	"	"	"	"	"	"	"	"
19	"	" more	"		400	"	"	"	"	"	"	"	"	"
15	"	"	"	"	450	"	"	"	"	"	"	"	"	"
12	"	"	"	"	500	"	"	"	"	"	"	"	"	"
5	"	"	"	"	600	"	"	"	"	"	"	"	"	"
3	"	"	"	"	700	"	"	"	"	"	"	"	"	"

TABLE LXV

Amount Spent for Schools Per $1000 Actual Wealth

1920—1921

RANK: FROM LOWEST TO HIGHEST

Rank	Amount	Dist.	Rank	Amount	Dist.	Rank	Amount	Dist.
1	1.32	3	41	2.98	84	81	4.11	86
2	1.33	94	42	3.00	50	82	4.12	61
3	1.40	4	43	3.03	18	83	4.16	81
4	1.55	1	44	3 03	26	84	4.21	95
5	1.63	24	45	3.08	8	85	4.21	98
6	1.75	114	46	3.08	109	86	4.22	92
7	1.79	52	47	3.09	57	87	4.28	72
8	1.83	28	48	3.13	30	88	4.44	14
9	1.85	48	49	3 14	120	89	4.44	27
10	1.89	96	50	3.18	20	90	4.47	111
11	1.99	6	51	3.19	83	91	4.58	63
12	1.99	47	52	3.22	77	92	4.61	74
13	2.06	29	53	3.26	10	93	4.69	11
14	2.18	46	54	3 35	23	94	4.70	33
15	2.21	45	55	3.38	62	95	4.80	99
16	2.35	117	56	3.41	59	96	5.30	115
17	2.45	66	57	3.42	51	97	5.50	107
18	2.45	113	58	3.42	73	98	5.59	97
19	2.46	32	59	3.46	78	99	5.59	104
20	2.50	31	60	3.47	5	100	5.97	2
21	2 51	39	61	3.52	65	101	6.20	49
22	2.53	17	62	3.52	110	102	6.23	79
23	2.60	88	63	3.53	75	103	6.31	67
24	2.62	80	64	3.55	43	104	6.83	82
25	2.66	13	65	3.57	106	105	6.94	54
26	2.66	44	66	3.59	85	106	7.42	105
27	2.68	12	67	3.63	25	107	7.61	91
28	2 69	35	68	3 63	102	108	7.79	9
29	2.69	38	69	3.75	42	109	7.84	60
30	2.77	64	70	3 78	93	110	8.30	19
31	2.77	101	71	3.81	112	111	8.30	119
32	2.78	68	72	3 86	58	112	8.68	21
33	2.78	116	73	3.89	90	113	9.37	15
34	2.82	34	74	3.89	100	114	9.64	16
35	2.82	36	75	3.93	103	115	10.70	69
36	2.87	55	76	3.95	40	116	11.02	41
37	2.87	71	77	3.97	108	117	11.13	89
38	2.93	70	78	3.99	56	118	19.28	7
39	2.95	87	79	4.01	53			
40	2.98	22	80	4.06	76			

This table shows the amount spent for schools per $1000 actual wealth in the respective districts in 1920-21. A further study of this table is found on page 146.

Comparative Study of Real Wealth Back of Each Dollar Spent For School Purposes.

Real Wealth Back of Each Dollar Spent for School Purposes.	Number of Districts	
	1913-20	1920-21
$100 or less	0	4
150 "	7	15
200 "	22	23
250 "	39	40
300 "	64	65
350 "	83	83
400 or more	20	19
450 "	12	15
500 "	9	12
600 "	5	5
700 "	4	3
1100 "	1	0

Summary of Amount Spent Per $1000 Actual Wealth 1920-1921
Table LXV

This table shows the expenditures for school purposes per $1000 real wealth in 1920-21 varied in the respective districts as follows:

78 districts had an expenditure of less than $4.00 per $1000.

60	" " " " " " "	3.50	" "
41	" " " " " " "	3.00	" "
19	" " " " " " "	2.50	" "
12	" " " " " " "	2.00	" "
3	" " " " " " "	1.50	" "
28	" " " " " more "	4.50	" "
23	" " " " " " "	5.00	" "
22	" " " " " " "	5.50	" "
18	" " " " " " "	6.00	" "
13	" " " " " " "	7.00	" "
9	" " " " " " "	8.00	" "
6	" " " " " " "	9.00	" "
4	" " " " " " "	10.00	" "
1	" " " " " " "	19.00	" "

Comparative Study of Amount Spent For School Each Year Per $1000 Actual Wealth

Amount Spent Per $1000 Actual Wealth	Number of Districts	
	1913-20	1920-21
Less than $4.00	79	78
" " 3.50	61	60
" " 3.00	41	41
" " 2.50	20	19
" " 2.00	9	12
" " 1.50	5	3
" " 1.00	1	0
more than 4.50	29	28
" " 5.00	22	23
" " 5.50	16	22
" " 6.00	14	18
" " 7.00	7	13
" " 8.00	6	9
" " 9.00	3	6
" " 10.00	0	4
" " 19.00	0	1

TABLE LXVI

Tax Levy for 1920-21

1920 — 1921

RANK: FROM LOWEST TO HIGHEST

Rank	Levy	Dist.	Rank	Levy	Dist.	Rank	Levy	Dist.
1	4.	4	41	15.	99	81	21.	112
2	5.	77	42	15.	110	82	21.5	38
3	5.5	94	43	15.	116	83	22.	20
4	6.	113	44	15 5	13	84	22.	57
5	8.	26	45	16.	62	85	22.	98
6	8.	114	46	16.	80	86	22.	103
7	8.5	3	47	17.	5	87	22.5	8
8	9.	46	48	17.	22	88	24.5	24
9	9.	48	49	17.	36	89	25.	27
10	9.	64	50	17.	74	90	25.	92
11	9.5	6	51	17.	90	91	26.	56
12	10.	25	52	17.	101	92	26.	63
13	10.	96	53	17.5	120	93	26.	97
14	10.5	47	54	18.	39	94	26.5	11
15	11.	1	55	18.	43	95	27.	115
16	11.	10	56	18.	61	96	27.	81
17	11.	55	57	18.	76	97	28.	60
18	11.	72	58	18.	78	98	28.	79
19	12.	28	59	18.	108	99	28.3	14
20	12.	50	60	18.5	33	100	31.	93
21	12.	66	61	19.	58	101	33.	82
22	12.	75	62	19.	83	102	33.	107
23	12.	102	63	19.	84	103	34.	49
24	12.5	12	64	19.	85	104	35.	89
25	13.	35	65	19.	88	105	35.	119
26	13.	44	66	19.	95	106	37.	54
27	13.	68	67	19.	104	107	38.5	2
28	13.	70	68	20.	30	108	41.	41
29	13.	73	69	20.	40	109	42.	9
30	13.	45	70	20.	52	110	43.	67
31	14.	23	71	20.	59	111	45.	15
32	14.	32	72	20.	65	112	45.	16
33	14.	109	73	20.	86	113	45.	91
34	14.	117	74	21.	21	114	45.	111
35	15.	17	75	21.	42	115	48.	19
36	15.	18	76	21.	51	116	50.	105
37	15.	29	77	21.	53	117	60.	69
38	15.	31	78	21.	71	118	70.	7
39	15.	34	79	21.	100			
40	15.	87	80	21.	106			

This table shows the tax levy in the respective districts for the school year 1920-21. A more complete study of this table is found on page 148.

Summary of Tax Levy, 1920-1921   Table LXVI

This table shows that in 1920-21 the Tax Levy ranged from 4 mills to 70 mills. It further shows that the Tax Levy varied in the respective districts as follows:

The tax levy in 1 district was   4 mills.
The tax levy in 10 districts ranged from 5 mills to 9.9 mills
"   "   "   "   23   "   "   "   10   "   " 14.9   "
"   "   "   "   33   "   "   "   15   "   " 19.9   "
"   "   "   "   21   "   "   "   20   "   " 24.9   "
"   "   "   "   11   "   "   "   25   "   " 29.9   "
"   "   "   "   4   "   "   "   30   "   " 34.9   "
"   "   "   "   4   "   "   "   35   "   " 39.9   "
"   "   "   "   3   "   "   "   40   "   " 44.9   "
"   "   "   "   5   "   "   "   45   "   " 49.9   "
"   "   "   "   3   "   "   "   50   "   " 70.   "

Comparative Study of The Tax Levy

Tax Levy		Number of Districts	
		1913-20	1920-21
	4 mills	0	1
From 5 " to 9.9 mills		7	10
" 10 " " 14.9 "		44	23
" 15 " " 19.9 "		33	33
" 20 " " 24.9 "		15	21
" 25 " " 29.9 "		7	11
" 30 " " 34.9 "		7	4
" 35 " " 39.9 "		2	4
" 40 " " 44.9 "		3	3
" 45 " " 49.9 "		0	5
" 50 " " 70. "		0	3

The above summary shows that in 1920-21, one district exerted itself more than 17 times as much to maintain good schools as did another district. A careful study of the tables and summaries setting forth the expenditures made during the year 1920-21 shows that the same conclusions which were made from a study of the period 1913-20 inclusive hold good for the school year 1920-21. These tables and summaries especially show that in many many instances districts having most ability do least to provide educational opportunities, whereas many districts having least ability do most to offer educational opportunities. The last summary above emphasizes the fact that rural districts taken as a whole are the worst offenders with regard to low taxes, whereas city districts taken as a whole have the highest taxes.

In our study of Tax Levy for the period 1913-20 inclusive, it was pointed out that a uniform county tax levy of 24.6 mills would have raised the same amount of money as was raised by the different tax levies rangeing in the different districts from 5.8 mills to 44.7 mills. The following comparison gives further proof of the justice of supporting the public schools by a county tax instead of a district tax.

Lowest tax levy in any district 1920-21   4. mills
Highest "   "   "   "   "   70.   "
Median "   "   "   "   "   18.25 "
Uniform county tax levy that would have raised
    the same amount of money   33.4   "

However, as was pointed out, a still more equitable method of taxation is on the basis of a state wide tax in order that all the wealth of the state may equally support the education of all the children.

TABLE LXVII
Cash on Hand at End of School Year
1920-1921

RANK: FROM LOWEST TO HIGHEST

Rank	Amount	Dist.	Rank	Amount	Dist.	Rank	Amount	Dist
1	0	6	41	28.21	46	81	108.79	3
2	0	18	42	29.38	116	82	117.80	23
3	0	28	43	32.02	63	83	120.41	42
4	0	30	44	32.87	34	84	136.60	115
5	0	55	45	35.80	56	85	140.68	97
6	0	57	46	35.82	17	86	145.71	86
7	0	67	47	35.83	14	87	147.27	103
8	0	71	48	37.19	27	88	150.66	91
9	0	78	49	39.59	82	89	167.	107
10	0	87	50	39.94	119	90	171.69	95
11	0	89	51	40.68	1	91	173.73	11
12	0	93	52	43.19	52	92	180.10	5
13	0	104	53	47.15	15	93	186.59	58
14	0	108	54	47.15	100	94	189.80	43
15	0	112	55	47.73	117	95	197.06	48
16	.07	8	56	48.49	114	96	206.53	77
17	.71	111	57	49.63	74	97	224.20	19
18	.95	33	58	49.87	98	98	232.40	99
19	3.21	88	59	51.62	39	99	255.76	64
20	4.24	31	60	55.53	62	100	274.73	65
21	4.64	96	61	56.95	75	101	327.70	51
22	5.45	66	62	63.17	72	102	359.13	61
23	7.82	79	63	64.15	81	103	360.54	12
24	7.89	22	64	65.29	35	104	432.89	102
25	8.23	25	65	66.25	76	105	459.71	47
26	8.23	70	66	69.49	2	106	460.16	109
27	8.47	106	67	69.86	68	107	550.29	83
28	8.50	9	68	75.47	26	108	553.96	84
29	9.51	101	69	75.82	16	109	574.07	45
30	10.23	38	70	76.82	49	110	597.24	13
31	10.40	50	71	77.18	10	111	607.78	92
32	13.25	32	72	78.34	94	112	676.61	21
33	13.79	120	73	81.40	44	113	714.65	60
34	14.22	4	74	86.02	36	114	903.93	105
35	16.33	113	75	86.26	20	115	933.20	41
36	17.03	85	76	92.54	73	116	1183.23	54
37	18.02	110	77	101.43	40	117	1347.	24
38	21.25	90	78	104.91	53	118	55358.38	7
39	27.04	59	79	105.	69			
40	27.89	86	80	105.95	29			

This table shows the amount of cash on hand at the end of the school year 1920-21. A further study of this table is found on page 150.

Cash on Hand at End of School Year, 1920-21 Table LXVII

A study of this table shows that the amount on hand in the respective districts at the end of the school year varied as follows:

87 districts had less than $150 on hand.
76 "   "   "   "   100 "   "
58 "   "   "   "   50 "   "
38 "   "   "   "   25 "   "
29 "   "   "   "   10 "   "
21 "   "   "   "   5 "   "
15 "   no money on hand
23 "   more than   200 "   "
18 districts had more than $300 on hand.
12 "   "   "   "   550 "   "
5 "   "   "   "   900 "   "
2 "   "   "   "   1300 "   "
1 "   "   "   "   55000 "   "

The above summary sets forth one of the biggest weaknesses in the method of conducting the finances of the respective school districts. Instead of levying a tax adequate to meet all the expenses of the districts as they come due, almost all districts levy a tax lower than they really need. The results are (1) that teachers and other creditors must frequently take warrants which can be disposed of only at a discount and (2) that districts issuing these warrants spend relatively large sums of money each year in paying interest on these warrants. Hence, as was pointed out in the study of Money Spent for Other Purposes in 1920-21 many districts are taking school money that should be devoted to the education of the children and with it are lining the coffers of the financiers at the expense of the future men and women of America.

The Remedy

Even though no change is made in the present system of school organization, the only sound business policy for every school district to adopt is to levy a sufficient tax each year to enable it to pay all expenses in cash. This will not only make it possible to use all school money for educating the children but it will also make it possible for the teacher actually to receive the monthly salary that her contract calls for.

Summary of School Taxes Voted For The School Year, 1921-22

TABLE LXVIII, (on the following page)

This table shows the amount voted for school purposes for the year 1921-1922 by the respective districts of the county. This table shows that

99 schools voted less than $3000
97 "   "   "   "   2500
89 "   "   "   "   2000
77 "   "   "   "   1500
29 "   "   "   "   1000
7 "   "   "   "   750
5 "   "   "   "   700
1 "   "   "   "   600
19 "   "   more "   3000
7 "   "   "   "   7500
5 "   "   "   "   14000
1 "   "   "   "   117500

TABLE LXVIII
Amount of School Taxes Voted in Dollars for Next Year
1921-1922

Rank: From Lowest to Highest

Rank	Amount	Dist.	Rank	Amount	Dist.	Rank	Amount	Dist
1	400.	102	41	1000.	115	81	1500.	38
2	600.	24	42	1000.	116	82	1500.	62
3	600.	26	43	1000.	117	83	1500.	68
4	600.	83	44	1100.	49	84	1500.	88
5	650.	46	45	1100.	85	85	1500.	92
6	700.	80	46	1100.	109	86	1500.	93
7	700.	84	47	1125.	52	87	1600.	67
8	750.	61	48	1150.	112	88	1700.	82
9	792.	74	49	1175.	120	89	1800.	13
10	800.	1	50	1200.	17	90	2000.	33
11	800.	35	51	1200.	25	91	2000.	36
12	800.	42	52	1200.	31	92	2000.	110
13	800.	45	53	1200.	34	93	2100.	23
14	800.	95	54	1200.	39	94	2200.	5
15	808.	79	55	1200.	51	95	2256.	21
16	847.	100	56	1200.	57	96	2261.	8
17	850.	50	57	1200.	58	97	2400.	63
18	850.	64	58	1200.	66	98	2500.	18
19	850.	72	59	1200.	71	99	2700.	106
20	900.	27	60	1200.	94	100	3000.	101
21	900.	76	61	1200.	96	101	3054.	11
22	900.	77	62	1216.	20	102	3200.	16
23	900.	86	63	1216.	32	103	3296.	47
24	900.	103	64	1225.	4	104	3324.	22
25	900.	108	65	1250.	10	105	3762.	60
26	908.	78	66	1266.	70	106	3840.	14
27	912.	90	67	1266.	114	107	4994.	12
28	925.	89	68	1270.	111	108	5000.	41
29	950.	65	69	1360.	55	109	5000.	91
30	1000.	6	70	1300.	97	110	5000.	119
31	1000.	40	71	1350.	75	111	6000.	15
32	1000.	43	72	1400.	3	112	8148.	105
33	1000.	44	73	1400.	53	113	8200.	54
34	1000.	48	74	1400.	87	114	14006.	9
35	1000.	56	75	1400.	107	115	20000.	2
36	1000.	59	76	1400.	113	116	25000.	19
37	1000.	73	77	1416.	81	117	28000.	69
38	1000.	98	78	1500.	28	118	117900.	7
39	1000.	99	79	1500.	29			
40	1000.	104	104	1500.	30			

This table shows the amount voted by the respective districts for all school purposes for the coming year. A further study of this table is found on

Comparative Study of Total Cost of Schools 1920-1921 and of Money Voted for School Purposes for 1921-1922

Money spent or voted for school purposes.	Number of Districts	
	1920-21	1921-22
Less than $3000	103	99
" " 2500	100	97
" " 2000	97	89
" " 1500	89	77
" " 1000	47	29
" " 750	8	7
" " 700	4	5
" " 600	3	1
more than 3000	15	19
" " 7500	6	7
" "$10000	5	5
" " 14000	4	5
" "117500	1	1
" "185000	1	0

This table, plus the state apportionment shows about what each district expects to spend for its schools during the school year 1921-22. If each district succeeds in raising the amount of money for school purposes that it has voted it will have available for school purposes this sum plus the amount on hand at the close of the school year 1920-21 plus the state apportionment. However, a study of the amount on hand at the close of the school year in the respective districts during the last nine years shows that about the same amount of money is on hand at the close of each school year. Hence, taking the county as a whole, it is likely that, excluding the state apportionment, Table LXVIII shows the amount of money that will be spent for the schools of Buffalo County during the year 1920-21. The state apportionment, however, furnishes but a relatively small portion of the cost of maintaining school in the respective districts.

It was pointed out in the comparative study of the cost of the schools for the nine years 1913-1920 inclusive, that measured in terms of costs, relatively little or no improvement had been made in the schools of the county during these nine years. The part of the study immediately preceding shows that, taking the county as a whole, little or no improvement is contemplated in the schools during the coming year.

Results

Thus far in our study we have made a survey of the efficiency of the schools of Buffalo County in terms of the total money expended upon them and the money that could have been saved if the schools had been conducted on the business principle of compelling every enrolled pupil to attend every day school was in session. Were we to go no further in our study we should fail to bring out the biggest shortcoming of the present rural schools. The purpose of the school is to give all persons of school age the minimum education that citizens of a great democracy need to be the most efficient members of society. It has been pointed out that the purpose of education is fourfold: " First, to secure and maintain perfect health; second, to give the individual ability to do his work better; third, to make the individual a more effective citizen; and, fourth, to teach the individual the most wholesome use of leisure time".

TABLE LXIX

Total Eighth Grade Graduates for Eight Years

1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	Graduates	Dist.	Rank	Graduates	Dist.	Rank	Graduates	Dist.
1	0	42	41	5	111	81	13	29
2	0	98	42	6	4	82	13	77
3	1	58	43	6	44	83	13	91
4	1	89	44	6	45	84	13	96
5	1	102	45	6	56	85	13	113
6	2	27	46	6	70	86	14	8
7	2	31	47	6	87	87	14	35
8	2	33	48	6	95	88	14	47
9	2	49	49	6	97	89	15	17
10	2	53	50	6	103	90	15	62
11	2	59	51	7	38	91	16	23
12	2	65	52	7	66	92	16	36
13	2	107	53	8	30	93	16	46
14	2	116	54	8	32	94	17	63
15	2	117	55	8	48	95	17	82
16	3	79	56	8	68	96	18	24
17	3	85	57	8	114	97	19	109
18	3	100	58	9	10	98	20	5
19	3	108	59	9	57	99	20	13
20	3	112	60	9	67	100	20	83
21	4	55	61	9	75	101	22	16
22	4	73	62	9	76	102	23	21
23	4	93	63	9	84	103	25	12
24	4	99	64	9	90	104	26	101
25	4	106	65	10	14	105	27	3
26	4	115	66	10	20	106	27	41
27	5	28	67	10	52	107	27	60
28	5	34	68	10	74	108	28	11
29	5	39	69	10	81	109	29	15
30	5	50	70	10	88	110	31	22
31	5	51	71	11	6	111	39	105
32	5	61	72	11	18	112	49	119
33	5	71	73	11	25	113	51	54
34	5	78	74	11	43			
35	5	80	75	11	72			
36	5	86	76	11	120			
37	5	92	77	12	40			
38	5	94	78	12	64			
39	5	104	79	13	1			
40	5	110	80	13	26			

This table shows the number of eighth grade graduates for the eight years 1913-20, inclusive, in the respective districts. A further study of this table is found on page 154.

Facts have already been submitted proving that the schools as now conducted have failed in teaching people how to secure and maintain good general health. The only other results produced by the schools that can be measured are the number of pupils in the respective districts who graduated from the eight grade. These criteria of efficiency of the schools are recognized by educational authorities as being altogether too low, yet, even measured by these low criteria, the results of the rural schools are most unsatisfactory.

Summary of Total Number of Eighth Grade Graduates for The Period 1913–1920.   Table LXIX.*

This table shows that the total number of graduates in the respective rural schools of the county during the eight years, 1913-20 inclusive, was as follows:

2 districts did not graduate a single pupil in 8 years.

3 districts graduated   1 pupil each in 8 years

10   "   "   2   "   "   "   "   "

5   "   "   3   "   "   "   "   "

6   "   "   4   "   "   "   "   "

15   "   "   5   "   "   "   "   "

9   "   "   6   "   "   "   "   "

2   "   "   7   "   "   "   "   "

5   "   "   8   "   "   "   "   "

33   "   "   from 9 to 15 pupils each in 8 years.

20   "   "   " 16 " 32   "   "   "   "   "

3   "   "   " 39 " 51   "   "   "   "   "

Median number of graduates in all rural schools in 8 years was 9 pupils.

Summary of Number of Eighth Grade Graduates Each Year for The Period 1913-1920 Inclusive
TABLE LXX.

Another way of showing the very poor results produced in terms of eighth grade graduates by the respective rural schools of the county in the last eight years is shown by a study of Table LXX. This table shows that 52 schools each graduated fewer than 1 pupil each year.

90   "   "   "   "   " 2   "   "   "

102   "   "   "   "   " 3   "   "   "

110   "   "   "   "   " 4   "   "   "

111   "   "   "   "   " 6   "   "   "

All   "   "   "   "   " 7   "   "   "

* Reports of eighth grade graduates from city schools were not available.

TABLE LXX

Eighth Grade Graduates—Average Each Year for Eight Years

1913–1920

RANK: FROM LOWEST TO HIGHEST

Rank	Grad.	Dist.	Rank	Grad.	Dist.	Rank	Grad.	Dist.
1	0.	42	41	.63	111	81	1.63	29
2	0.	98	42	.75	4	82	1.63	77
3	.13	58	43	.75	44	83	1.63	91
4	.13	89	44	.75	45	84	1.63	96
5	.13	102	45	.75	56	85	1.63	113
6	.25	27	46	.75	70	86	1.75	8
7	.25	31	47	.75	87	87	1.75	35
8	.25	33	48	.75	95	88	1.75	47
9	.25	49	49	.75	97	89	1.88	17
10	.25	53	50	.75	103	90	1.88	62
11	.25	59	51	.88	38	91	2.	23
12	.25	65	52	.88	66	92	2.	36
13	.25	107	53	1.	30	93	2.	46
14	.25	116	54	1.	32	94	2.13	63
15	.25	117	55	1.	48	95	2.13	82
16	.38	79	56	1.	68	96	2.25	24
17	.38	85	57	1.	114	97	2.38	109
18	.38	100	58	1.13	10	98	2.5	5
19	.38	108	59	1.13	57	99	2.5	13
20	.38	112	60	1.13	67	100	2.5	83
21	.5	55	61	1.13	75	101	2.75	16
22	.5	73	62	1.13	76	102	2.83	21
23	.5	93	63	1.13	84	103	3.13	12
24	.5	99	64	1.13	90	104	3.25	101
25	.5	106	65	1.25	14	105	3.38	3
26	.5	115	66	1.25	20	106	3.38	41
27	.63	28	67	1.25	52	107	3.38	60
28	.63	34	68	1.25	74	108	3.5	11
29	.63	39	69	1.25	81	109	3.63	15
30	.63	50	70	1.25	88	110	3.88	22
31	.63	51	71	1.38	6	111	4.88	105
32	.63	61	72	1.38	18	112	6.13	119
33	.63	71	73	1.38	25	113	6.38	54
34	.63	78	74	1.38	43			
35	.63	80	75	1.38	72			
36	.63	86	76	1.38	120			
37	.63	92	77	1.5	40			
38	.63	94	78	1.5	64			
39	.63	104	79	1.63	1			
40	.63	110	80	1.63	26			

This table shows the average number of eighth grade graduates each year during the period 1913-20. A further study of this table is found on page 154.

TABLE LXXI

Number of pupils in each district who should have graduated in eight years; number in each district who did graduate; and number in each district who did not graduate, 1913-1920.

DIST.	PUPILS THAT SHOULD HAVE GRADUATED	PUPILS THAT DID GRADUATE	PUPILS THAT DID NOT GRADUATE	DIST.	PUPILS THAT SHOULD HAVE GRADUATED	PUPILS THAT DID GRADUATE	PUPILS THAT DID NOT GRADUATE
1	11	13	0	61	14	5	9
2				62	23	15	8
3	29	27	2	63	33	17	16
4	14	6	8	64	25	12	13
5	28	20	8	65	14	2	12
6	14	11	3	66	36	7	29
7				67	26	9	17
8	35	14	21	68	29	8	21
9				69			
10	22	9	13	70	14	6	8
11	46	28	18	71	15	5	10
12	46	25	21	72	21	11	10
13	46	20	26	73	12	4	8
14	19	10	9	74	16	10	6
15	57	29	28	75	15	9	6
16	27	22	5	76	31	9	22
17	24	15	9	77	27	13	14
18	22	11	11	78	26	5	21
19				79	24	3	21
20	16	10	6	80	21	5	16
21	17	23	0	81	20	10	10
22	42	31	11	82	33	17	16
23	35	16	19	83	32	20	12
24	38	18	20	84	22	9	13
25	20	11	9	85	28	3	25
26	36	13	23	86	7	5	2
27	15	2	13	87	25	6	19
28	11	5	6	88	16	10	6
29	19	13	6	89	10	1	9
30	20	8	12	90	23	9	14
31	18	2	16	91	37	13	24
32	29	8	21	92	23	5	18
33	13	2	11	93	11	4	7
34	32	5	27	94	22	5	17
35	23	14	9	95	13	6	7
36	28	16	12	96	24	13	11
37				97	23	6	17
38	20	7	13	98	9	0	9
39	17	5	12	99	19	4	15
40	22	12	10	100	20	3	17
41	19	27	0	101	17	26	0
42	17	0	17	102	12	1	11
43	28	11	17	103	14	6	8
44	21	6	15	104	11	5	6
45	25	6	19	105	88	39	49
46	29	16	13	106	16	4	12
47	29	14	15	107	6	2	4
48	16	8	8	108	9	3	6
49	20	2	18	109	28	19	9
50	23	5	18	110	10	5	5
51	11	5	6	111	12	5	7
52	24	10	14	112	15	3	12
53	6	2	4	113	23	13	10
54	109	51	58	114	23	8	15
55	33	4	29	115	18	4	14
56	25	6	19	116	19	2	17
57	33	9	24	117	4	2	2
58	5	1	4	118			
59	29	2	27	119	73	49	24
60	59	27	32	120	22	11	11

Summary of Table LXXI

The work of the elementary school is so planned that the average pupil is expected to do the work of the 8 grades in 8 years. Hence, the average enrollment in any school for 8 years should be the number of graduates that the school should graduate in 8 years. Table LXXI shows on this basis the number of pupils that should have graduated, the pupils that did graduate, and the number of pupils that did not graduate in the respective districts of the county.

Summary of The Number of Eighth Grade Graduates for The School Year 1920-1921   TABLE LXXII

This table shows that during the school year 1920-21

50 districts did not graduate a single pupil.
24   "   graduated I pupil each.
13   "   "   2   "   "
8   "   "   3   "   "
7   "   "   4   "   "
2   "   "   5   "   "
2   "   "   6   "   "
3   "   "   7   "   "
4   "   "   from 8 to 12 pupils each.

Median number of graduates from all rural schools, 1 pupil.

Comparative Study of Eighth Grade Graduates

Number of eighth grade graduates	Number of districts.	
	1913-20 Average each year.	1920-21
Fewer than I	52	50
" " 2	90	74
" " 3	102	87
" " 4	110	95
" " 5	111	102
" " 6	111	104
" " 7	113	106
" " 8	113	109

The preceding comparative study of eighth grade graduates shows that there is little or no improvement in the results produced by the rural schools as measured by the graduates from the eighth grade.

TABLE LXXII

Number of Eighth Grade Graduates For The School Year 1920-21

1913—1920

RANK: FROM LOWEST TO HIGHEST

Rank	Graduates	Dist.	Rank	Graduates	Dist.	Rank	Graduates	Dist.
1	0	1	1	0	100	3	2	56
"	0	3	"	0	102	"	2	73
"	0	4	"	0	104	"	2	78
"	0	6	"	0	107	"	2	94
"	0	10	"	0	111	"	2	96
"	0	24	"	0	112	"	2	109
"	0	25	"	0	113	"	2	115
"	0	28	"	0	116	4	3	8
"	0	30	"	0	117	"	3	18
"	0	31	"	0	120	"	3	38
"	0	34	2	1	17	"	3	47
"	0	35	"	1	21	"	3	71
"	0	39	"	1	27	"	3	93
"	0	42	"	1	29	"	3	95
"	0	44	"	1	32	"	3	105
"	0	45	"	1	36	5	4	13
"	0	46	"	1	40	"	4	14
"	0	48	"	1	43	"	4	23
"	0	50	"	1	49	"	4	26
"	0	52	"	1	55	"	4	67
"	0	57	"	1	59	"	4	108
"	0	58	"	1	64	"	4	110
"	0	61	"	1	65	6	5	16
"	0	62	"	1	74	"	5	75
"	0	63	"	1	76	7	6	101
"	0	66	"	1	79	"	6	119
"	0	68	"	1	81	8	7	5
"	0	70	"	1	82	"	7	41
"	0	72	"	1	83	"	7	87
"	0	77	"	1	84	9	8	12
"	0	80	"	1	97	10	10	54
"	0	85	"	1	103	11	11	15
"	0	86	"	1	106	12	12	60
"	0	88	"	1	114			
"	0	89	3	2	11			
"	0	90	"	2	20			
"	0	91	"	2	22			
"	0	92	"	2	33			
"	0	98	"	2	51			
"	0	99	"	2	53			

This table shows the number of eighth grade graduates in the respective districts for the school term 1920-21. A further study of this table is found on

TABLE LXXIII
1921-1922

DIST.	PUPILS THAT SHOULD HAVE GRADUATED	PUPILS THAT DID GRADUATE	PUPILS THAT DID NOT GRADUATE	DIST.	PUPILS THAT SHOULD HAVE GRADUATED	PUPILS THAT DID GRADUATE	PUPILS THAT DID NOT GRADUATE
1	1	0	1	61	2	0	2
2				62	2	0	2
3	6	0	6	63	6	0	6
4	1	0	1	64	2	1	1
5	8	7	1	65	1	1	0
6	4	0	4	66	0	0	0
7				67	6	4	2
8	6	3	3	68	0	0	0
9				69			
10	2	0	2	70	2	0	2
11	2	2	0	71	3	3	0
12	14	8	6	72	0	0	0
13	13	4	9	73	3	2	1
14	5	4	1	74	1	1	0
15	18	11	7	75	5	5	0
16	11	5	6	76	2	1	1
17	1	1	0	77	1	0	1
18	10	3	7	78	3	2	1
19				79	1	1	0
20	2	2	0	80	2	0	2
21	2	1	1	81	2	1	1
22	2	2	0	82	2	1	1
23	6	4	2	83	3	1	2
24	0	0	0	84	1	1	0
25	3	0	3	85	2	0	2
26	4	4	0	86	0	0	0
27	1	1	0	87	8	7	1
28	0	0	0	88	3	0	3
29	2	1	1	89	0	0	0
30	3	0	3	90	0	0	0
31	2	0	2	91	0	0	0
32	5	1	4	92	0	0	0
33	8	2	6	93	3	3	0
34	2	0	2	94	2	2	0
35	4	0	4	95	8	3	5
36	5	1	4	96	3	2	1
37				97	12	1	11
38	5	3	2	98	0	0	0
39	0	0	0	99	0	0	0
40	1	1	0	100	0	0	0
41	8	7	1	101	6	6	0
42	4	0	4	102	1	0	1
43	1	1	0	103	1	1	0
44	0	0	0	104	3	0	3
45	1	0	1	105	12	3	9
46	1	0	1	106	3	1	2
47	3	3	0	107	0	0	0
48	0	0	0	108	7	4	3
49	1	1	0	109	4	2	2
50	1	0	1	110	6	4	2
51	2	2	0	111	0	0	0
52	0	0	0	112	0	0	0
53	4	2	2	113	2	0	2
54	23	10	13	114	3	1	2
55	3	1	2	115	2	2	0
56	6	2	4	116	0	0	0
57	0	0	0	117	0	0	0
58	2	0	2	118			
59	3	1	2	119	12	6	6
60	15	12	3	120	0	0	0

Summary of The Record of Eighth Grade Pupils 1920-21. TABLE LXXIII

This table shows the number of pupils in the eighth grade in the respective rural districts of the county, the number of eighth grade graduates of each district, and the number of eighth grade pupils in each district who failed to graduate

Total number of eighth grade pupils in all the rural districts   390

"   "   "   " graduates in all the "   "   186

Total of eighth grade pupils in all the rural districts who failed to graduate   204

Per cent eighth grade pupils in all the rural districts who graduated 47.7

"   "   "   "   "   " all the rural districts who failed to graduate. 52.3

Summary of TABLE LXXIV

It has been previously pointed out that one of the biggest wastes in money that comes as the result of our present system of school administration is that which results from not having every pupil enrolled attend school every day school is in session.   In this place will be shown the loss that the pupils suffer as a result of this policy of school administration.

The work of the elementary school course is so planned that it will take an average pupil 8 years of 180 days each to complete the course. Table LXXIV shows the time required on this basis by the average pupil to complete the work of the first eight grades if he attended the average time each pupil enrolled attended in the respective districts each year during the period 1913-20.

This table shows that the time required by the average pupil to complete the work of the first eight grades on this basis in the rural districts is as follows:

In all districts it would take more than 9 years

" 116 "   "   "   "   "   "   " 10 "

" 106 "   "   "   "   "   "   " 11 "

"   81 "   "   "   "   "   "   " 12 "

"   62 "   "   "   "   "   "   " 13 "

"   44 "   "   "   "   "   "   " 14 "

"   30 "   "   "   "   "   "   " 15 "

"   13 "   "   "   "   "   "   " 16 "

"   4 "   "   "   "   "   "   " 19 "

"   2 "   "   "   "   "   "   " 20 "

"   1 "   "   "   "   "   "   " 30 "

TABLE LXXIV

The time required by an average pupil in the respective districts to com plete the work of the first eight grades if he attended the average time each pupil enrolled attended in the respective districts each year during the period 1913-1920 inclusive, is shown in the following table:

Rank: From Lowest to Highest

Rank	Years	Dist.	Rank	Years	Dist.	Rank	Years	Dist.
1	9.2	2	41	12.4	52	81	14.4	92
2	9.8	69	42	12.4	53	82	14.5	86
3	10.1	19	43	12.5	21	83	14.6	64
4	10.2	109	44	12.5	28	84	14.7	42
5	10.3	119	45	12.5	44	85	14.8	81
6	10.4	105	46	12.5	97	86	14.8	90
7	10.5	5	47	12.6	38	87	14.9	76
8	10.6	3	48	12.6	25	88	14.9	114
9	10.6	14	49	12.7	57	89	15.	39
10	10.7	108	50	12.8	88	90	15.	115
11	10.8	7	51	12.8	96	91	15.1	79
12	10.9	91	52	12.8	120	92	15.2	66
13	11.1	1	53	12.9	6	93	15.3	100
14	11.1	11	54	12.9	26	94	15.4	10
15	11.1	18	55	12.9	36	95	15.4	71
16	11.2	24	56	12.9	48	96	15.4	103
17	11.3	4	57	13.1	13	97	15.5	72
18	11.3	16	58	13.2	40	98	15.5	74
19	11.3	47	59	13.2	46	99	15.6	27
20	11.3	54	60	13.2	55	100	15.6	80
21	11.3	67	61	13.3	45	101	15.7	116
22	11.4	22	62	13.3	70	102	15.7	98
23	11.4	23	63	13.3	106	103	15.7	78
24	11.4	60	64	13.4	33	104	15.8	82
25	11.5	8	65	13.4	65	105	15.9	87
26	11.5	17	66	13.4	95	106	16.	59
27	11.5	84	67	13.5	49	107	16.	83
28	11.6	9	68	13.5	93	108	16.2	12
29	11.7	35	69	13.6	32	109	16.3	107
30	11.8	15	70	13.6	34	110	16.5	50
31	11.8	29	71	13.6	111	111	16.5	51
32	11.8	30	72	13.7	77	112	16.6	31
33	11.8	41	73	13.7	94	113	16.6	112
34	11.8	75	74	13.9	20	114	16.9	89
35	11.8	117	75	14.	85	115	19.2	73
36	11.9	43	76	14.	110	116	19.9	102
37	11.9	93	77	14.2	62	117	20.5	58
38	12.	61	78	14.3	68	118	30.1	99
39	12.	101	79	14.3	104			
40	12.1	113	80	14.4	56			

TABLE LXXV

The time required by an average pupil to complete work of the first eight grades if he attended the average time each pupil enrolled attended in the respective districts during the year 1920-21 is shown in the following table:

RANK: FROM LOWEST TO HIGHEST

Rank	Years	Dist.	Rank	Years	Dist.	Rank	Years	Dist.
1	8.5	63	41	10.8	7	81	12.3	22
2	8.6	38	42	10.8	62	82	12.3	81
3	8.7	11	43	10.9	70	83	12.3	87
4	9.	5	44	10.9	100	84	12.4	4
5	9.	111	45	11.	13	85	12.4	67
6	9.1	1	46	11.	39	86	12.4	95
7	9.1	17	47	11.	110	87	12.5	88
8	9.2	96	48	11.1	93	88	12.6	104
9	9.2	3	49	11.1	115	89	13.	77
10	9.2	19	50	11.2	14	90	13.2	48
11	9.4	2	51	11.2	43	91	13.2	57
12	9.4	12	52	11.3	20	92	13.2	79
13	9.4	35	53	11.3	40	93	13.2	80
14	9.4	55	54	11.3	53	94	13.3	86
15	9.4	60	55	11.3	73	95	13.5	76
16	9.5	88	56	11.3	85	96	13.7	45
17	9.5	16	57	11.3	98	97	13.7	109
18	9.6	69	58	11.3	101	98	13.8	31
19	9.7	54	59	11.3	119	99	14.1	44
20	9.7	117	60	11.4	56	100	14.3	72
21	9.8	6	61	11.4	58	101	14.5	46
22	9.8	25	62	11.5	28	102	14.7	61
23	9.8	26	63	11.5	113	103	14.9	34
24	9.8	41	64	11.6	65	104	15.1	27
25	9.8	75	65	11.6	114	105	15.1	59
26	9.8	92	66	11.8	50	106	15.7	71
27	9.8	107	67	11.8	68	107	15.8	112
28	9.9	9	68	11.8	84	108	16.	66
29	9.9	47	69	11.8	94	109	16.1	52
30	9.9	105	70	11.9	102	110	16.2	82
31	10.	89	71	12.	32	111	16.3	83
32	10.1	30	72	12.	51	112	17.7	90
33	10.1	91	73	12.	103	113	18.1	74
34	10.1	108	74	12.	120	114	18.8	42
35	10.2	10	75	12.1	36	115	18.9	106
36	10.2	15	76	12.1	78	116	19.3	49
37	10.2	21	77	12.1	97	117	26.4	99
38	10.4	18	78	12.2	23			
39	10.4	33	79	12.2	29			
40	10.4	116	104	12.2	64			

Summary of Table LXXV

Table LXXV shows how long it will take the average pupil to complete the first eight grades if he attended the average time each pupil enrolled attended in the respective districts during the year 1920-1921. This table shows that on this basis the time required by the average pupil to complete the eighth grade in the respective districts to be as follows:
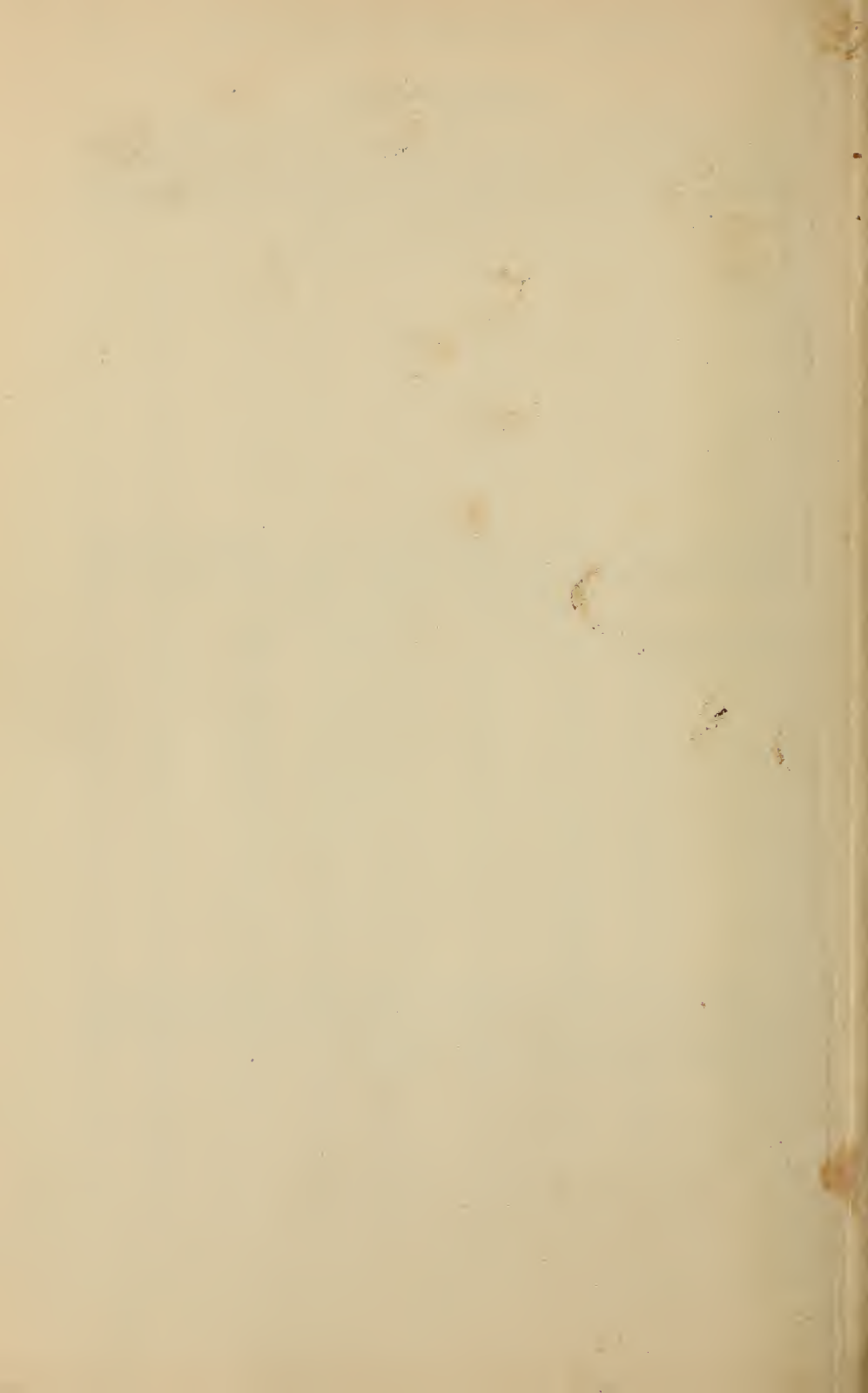
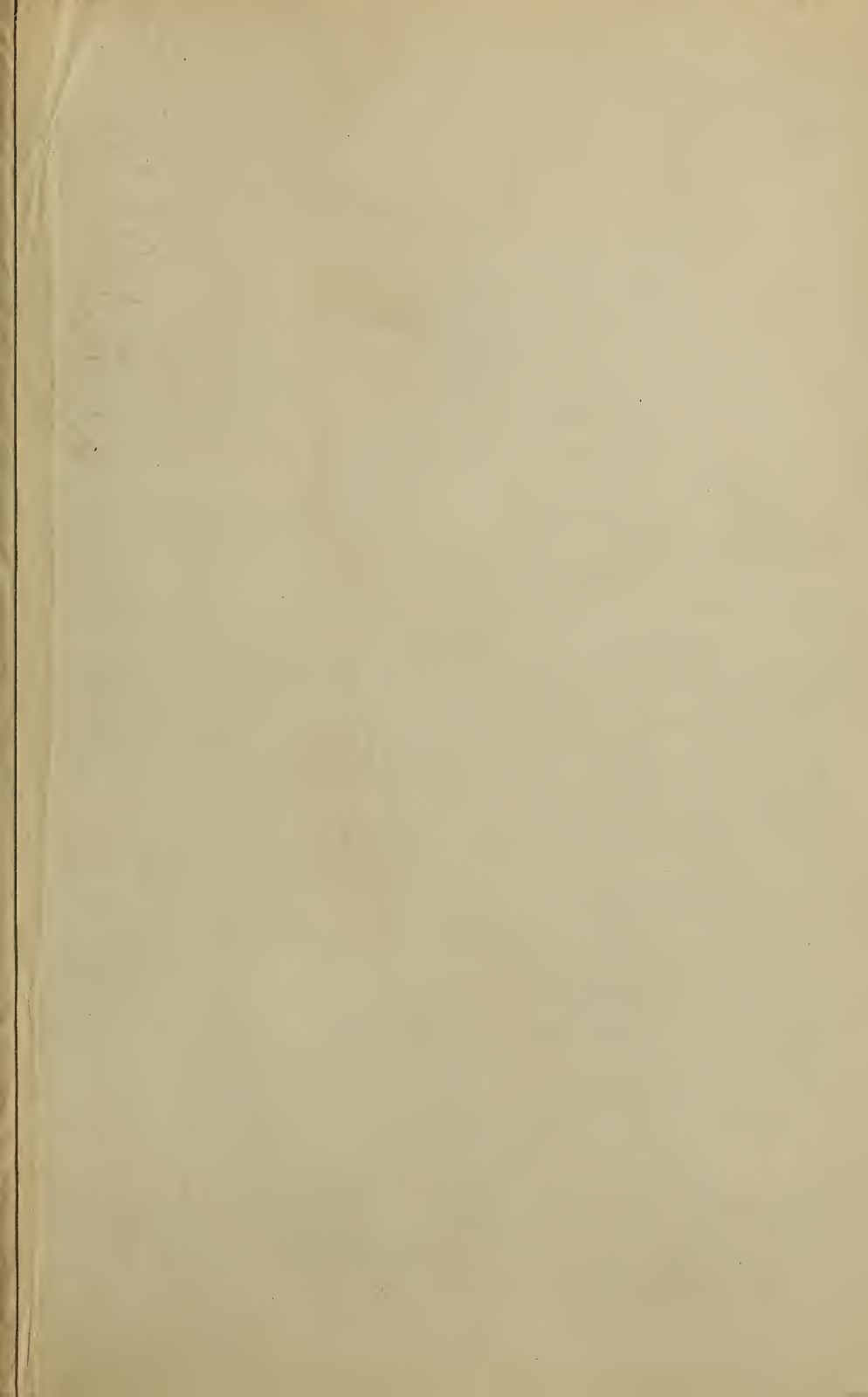In 113 districts it would take more than 9 years.

"	87	"	"	"	"	"	"	10	"
"	73	"	"	"	"	"	"	11	"
"	47	"	"	"	"	"	"	12	"
"	29	"	"	"	"	"	"	13	"
"	19	"	"	"	"	"	"	14	"
"	14	"	"	"	"	"	"	15	"
"	10	"	"	"	"	"	"	16	"
"	6	"	"	"	"	"	"	17	"
"	5	"	"	"	"	"	"	18	"
"	2	"	"	"	"	"	"	19	"
"	1	"	"	"	"	"	"	25	"

Comparative Study of The Time Required of Pupils to Complete The Work of The Eighth Grade on The Basis of Average Time Each Pupil Enrolled Attended In The Respective Districts

Length of time required by the average pupil to complete the first 8 grades.				Number of districts	
				1913-20	1920-21
More than	9	"		118	113
"	"	10	"	116	87
"	"	11	"	106	73
"	"	12	"	81	47
"	"	13	"	62	29
"	"	14	"	44	19
"	"	15	"	30	14
"	"	16	"	13	10
"	"	17	"	4	6
"	"	18	"	4	5
"	"	19	"	4	2
"	"	20	"	2	1
"	"	25	"	1	1
"	"	30	"	1	0

While the preceding comparative study shows a slight improvement in the attendance of the average pupil enrolled in the respective districts, yet the present attendance of the enrolled pupil is so poor that great and immediate effort should be made to improve it.